ED 314 550 AA 001 197

Resources in Education (RIE). Volume 25, Number 6.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
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AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 314 563 CE 053 153

Williams, Edwina
Fashion Merchandising. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 231p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; Business Education; *Clothing; Communication Skills; *Competency Based Education; *Fashion Industry; Finishing; Integrated Curriculum; Mathematics Skills; *Merchandising; Occupational Information; Science Instruction; Secondary Education; *Textiles Instruction

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the fashion merchandising program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 25 units are: orientation; introduction to fashion; fashion merchandising occupations; retailing; resident buying offices and auxiliary services; applied merchandising; basic terminology and fundamental fabric analysis; natural fibers and general textile properties; manufactured fibers

ED 314 576 CE 053 166

Cannone, Richard

Electrical Trades. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.

Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 132p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Buildings; *Building Trades; Communication Skills; *Competency Based Education; Construction Industry; Construction Materials; Craft Workers; *Electrical Systems; *Electric Circuits; *Electricians; Hand Tools; Heating; Integrated Curriculum; *Lighting; Mathematics Skills; Science Instruction; Secondary Education; Shop Curriculum; Skilled Occupations; Trade and Industrial Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the electrical trades program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The instructional units included are: orientation; electrical trades; general safety; hand tools; safety; use and installation of electrical devices; utilize national

ED 314 589   CE 053 895

Denny, Verna Haskins; And Others
Focus on Adult Literacy: Expectations, Experiences and Needs of New York City's Adult Literacy Students. Phase One of a Longitudinal Study.
Literacy Assistance Center, New York, NY.
SPONS. AGENCY- New York City Mayor's Office of Educational Services, NY.
PUB DATE- 89
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Literacy; Basic Skills; English (Second Language); Functional Literacy; Language Proficiency; *Limited English Speaking; *Literacy Education; Outcomes of Education; *School Holding Power; Student Educational Objectives; Student Participation; *Student Recruitment; Urban Areas
IDENTIFIERS- *New York (New York)

The first phase of a longitudinal study of the factors that encourage adults to enter and remain in adult literacy programs and the effects program participation has on their lives obtained information on students in a sample of 70 classes in 1988-89. The sample was stratified on literacy provider agency, whether the class was basic education (BE) or English for speakers of other languages (ESOL), program size, day or evening class time, and geographic location within Manhattan, Queens, Brooklyn, and the Bronx. Data collection involved interviews with 663 students at 38 adult literacy program sites and a mailed survey instrument completed by 25 program managers. The following were among the study's findings: (1) approximately 40 percent of the students had to wait an average of 3.5 months for instruction to begin once they made the commitment to attend but the waiting period did not affect the reported degree of satisfaction students felt after beginning their programs; (2) ESOL students were much more optimistic than BE students about the possibility of getting a promotion or new job after learning their new skills; (3) ESOL students, unlike the BE students, rarely reported leaving a previous program because they

ED 314 603 CE 053 946

Stewart, David W.; And Others
Problems Faced by Military Personnel in Pursuing Higher Education Programs: A Study with Recommendations.
American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.; American Association of Community and Junior Colleges, Washington, D.C.; American Association of State Colleges and Universities, Washington, D.C.; American Council on Education, Washington, D.C.
SPONS. AGENCY- Department of Defense, Washington, D.C.
PUB DATE- 15 Nov 89
NOTE- 161p.
CONTRACT- MDA-903-88-C-0227
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Equivalency Tests; External Degree Programs; Higher Education; *Military Personnel; Nontraditional Education; *Nontraditional Students; *Student Records

This document contains five reports from a study that collected survey data on the practices and state trends affecting military personnel attending proprietary, private, and public postsecondary education institutions in 11 states and on the practices related to student transcript evaluation. The contents include "Introduction, State and Institutional Trends, Recommendations" (Stewart); "Transferability of Credits between Institutions" (Ludwig); "Articulation between Degree Programs" (Palmer); "Designation of Nontraditional Learning on Academic Transcripts" (Becraft); and "Research Summaries" (Ludwig, Palmer), which are five appendices. The following are among military factors that affect decision making about military personnel seeking postsecondary education opportunities: (1) the climate within the military is currently favorable toward postsecondary education; (2) military recruits' educational attainment is relatively high; (3) definitions of nontraditional learning are ambiguous; (4) the potential of credit by examination is unrealized; and (5) the postsecondary education community has enthusiastically accepted the Army/ACE Registry Transcript Service (AARTS). The following factors are also important: (1) the percentage of adult and part-time students

ED 314 618 CE 053 977

Airline Transport Pilot, Aircraft Dispatcher, and Flight Navigator. Question Book. Expires September 1, 1991.

Federal Aviation Administration (DOT), Washington, D.C.

REPORT NO.- FAA-T-8080-5C
PUB DATE- 89
NOTE- 369p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 050-007-00820-1: $16.50).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aircraft Pilots; *Air Traffic Control; Air Transportation; Aviation Education; *Aviation Technology; Aviation Vocabulary; *Flight Training; *Job Training; Occupational Information; Postsecondary Education; Testing; Test Items
IDENTIFIERS- *Aircraft Dispatchers; *Flight Navigators

This question book was developed by the Federal Aviation Administration (FAA) for testing applicants who are preparing for certification as airline transport pilots, aircraft dispatchers, or flight navigators. The publication contains several innovative features that are a departure from previous FAA publications related to air carrier personnel certification written tests: (1) testing materials related to the pilot who seeks to advance to the airline transport pilot level are contained in this book, rather than in the previous two separate books; and (2) the test questions are multiple choice, but have three, rather than four, alternative answers, to allow the use of new scoring techniques. The book has been developed to test applicants in the following knowledge areas: air transport pilot-airplane (in two parts), added rating--airplane, helicopter, added rating--helicopter; aircraft dispatcher; and flight navigator. Extensive appendixes provide statistical and background materials needed to answer the questions, including 157 figures. (Answers to the questions are not included, nor are they published by the FAA.) (KC)

ED 314 630 CE 053 989

Wallace, Steve; And Others

Vocational Preparation Teacher Manual. Missouri LINC.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

PUB DATE- Dec 88

NOTE- 185p.; For related documents, see CE 053 979-990.

AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($12.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Daily Living Skills; *Disabilities; *Disadvantaged; *Educational Diagnosis; Employment Potential; *Occupational Information; Postsecondary Education; Secondary Education; Teacher Role; Vocational Education; *Vocational Education Teachers; *Vocational Evaluation

IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Education for All Handicapped Children Act; *Missouri; Vocational Rehabilitation Act 1973

This document defines the role and responsibilities of Missouri's vocational preparation teachers as they work with disadvantaged and handicapped students in vocational education programs and offers advice on how they can fulfill their role and responsibilities. Following the introduction is the questionnaire used in a survey of vocational preparation teachers conducted in October 1987 through which five areas of responsibility were identified. The next section lists legislation and legislative guidelines (such as the Carl D. Perkins Vocational Education Act, the Education for All Handicapped Children Act, and the Vocational Rehabilitation Act) that affects the responsibilities of vocational preparation teachers. The next five sections suggest what vocational preparation teachers can do to help students develop job and life skills, to help students obtain career information, access and

ED 314 643 CE 054 031

Drier, Harry N.; Bebris, John
Effects of Career Guidance 1988-1989. Report of Ohio's Investment in Career Guidance Program Improvement through the Carl D. Perkins Grants to Vocational Districts.
Ohio State Univ., Columbus. Center on Education and Training for Employment.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Nov 89
NOTE- 607p.
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Guidance; Community Programs; Compliance (Legal); Federal Legislation; Grants; Outcomes of Education; Postsecondary Education; Program Descriptions; *Program Effectiveness; *Program Implementation; *Program Improvement; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Ohio

This report documents and highlights the effects of the career guidance section of the Carl D. Perkins Vocational Education Act in the State of Ohio during the 1988-89 fiscal year. The report asserts that Ohio has more than met the intent of the federal law in terms of the student outcomes achieved, improved career guidance program delivery, cost effectiveness, and the degree to which counselors are measuring their program goals, outcomes, and activities. The report is organized in seven parts. Part 1 contains summaries of career guidance program plans by schools in vocational districts and technical education institutions. Part 2 surveys evaluations planned and conducted, and part 3 summarizes career guidance methods planned and achieved. Part 4 explores career guidance student outcomes planned and achieved; the next part focuses on planned and actual grant budgets. A short summary of impact and effectiveness occupies part 6. The final part presents implications and recommendations for future grants program implementation. Technical information about the study format and methodology, the grant procedure, and reporting guidelines are

ED 314 657 CG 022 190

Hamberger, L. Kevin; Hastings, James E.

Personality Structure of Batterers and Nonbatterers: Qualitative and Quantitative Differences.

PUB DATE- 12 Aug 89

NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Battered Women; Comparative Analysis; *Family Violence; *Males; *Personality Traits; *Psychological Characteristics

This study was conducted to compare sufficiently large samples of male batterers (N=99) and help-seeking nonbatterers (N=71) on factor structure of the eight personality scales on the Millon Clinical Multiaxial Inventory (MCMI) and MCMI profiles within similar subgroup types. The groups were matched on age, education range, marital status, and race. Factor analyses of the eight MCMI personality subscales for the two groups revealed three factors for each group, accounting for 80% of the variance in each group. For the batterer sample, the three factors derived were borderline/schizoidal, histrionic/narcissistic, and antisocial/narcissistic. The three factors derived for nonbatterers were avoidant, antisocial/narcissistic, and passive/aggressive. Further analyses revealed that the two groups were qualitatively different on all but one factor for each group. Between-group analyses on the eight subscales between factor 2 nonviolent men and factor 3 batterers indicated that the batterer group scored higher than the nonbatterer group on avoidant, aggressive, and negativistic subscales and lower on the conforming subscale. In general, nonviolent men were more highly represented in the narcissistic/aggressive factor while batterers were more highly represented in the avoidant/negativistic factor. These findings suggest that there are both qualitative and quantitative differences in personality characteristics of domestically violent and nonviolent men. (NB)

ED 314 673 CG 022 207

Smither, Robert D.
Using Social Psychology To Make Quality Circles More Effective.
PUB DATE- Aug 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employer Employee Relationship; Goal Orientation; Group Dynamics; Leadership Styles; *Management Teams; Organizational Communication; *Organizational Development; *Participative Decision Making; *Quality Circles; *Teamwork

Quality circles have proliferated in organizations throughout the 1980s, but their success depends on careful planning and monitoring, and on an awareness of social psychology and group dynamics. This presentation accordingly evaluates some of the assumptions of the literature on quality circles and suggests ways in which social psychology research can make quality circles a more viable team performance strategy. While voluntary, democratically controlled, participatory quality circles work well in Japan, with its traditions of lifetime employment and group loyalty, they are less successful among Americans, who are more oriented toward their personal career goals, and who are motivated more by a sense of individual responsibility. For this population, participation in quality circles is therefore likely to be more successful if it is either mandatory or a path toward individual advancement, with a clear agenda set by facilitative leaders who are higher in the organization, in which the focus is on measurable accomplishments and workers are empowered to act on their own suggestions. (Twenty-five references are included.) (TE)

ED 314 689   CG 022 225

Russell, Pam
Confidentiality of Children's Records. Education Memo No. 1.
Wisconsin State Legislative Council, Madison.
REPORT NO.- Education Memo No. 1
PUB DATE- 6 Feb 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Case Records; Children; *Confidentiality; *Confidential Records; *Disclosure; Elementary School Students; *Federal Legislation; *Records (Forms); Secondary School Students; *State Legislation
IDENTIFIERS- Wisconsin

This memo describes provisions in state and federal law relating to confidentiality and disclosure of children's records kept by law enforcement officers, courts, and schools. It does not discuss confidentiality of children's medical records or child abuse reports. These provisions are discussed: (1) law enforcement and court records of children are confidential records, to be released or disclosed only under limited circumstances set forth in the statutes; (2) records of children in the care or custody of an agency may not be disclosed except by the order of a court); and (3) school records (a) as a general rule all pupil records maintained by a public school must be kept confidential and school boards are required to adopt regulations to maintain the confidentiality of pupil records, (b) behavioral pupil records which include psychological tests, personality evaluations, written statements relating to an individual's personality are not progress records and must be released to an adult pupil or parent of a minor pupil, (c) directory data such as name, address, etc. may be disclosed providing the school has given public notice on the categories of information designated as directory data; (d) progress records must be shown to the pupil or the parent of a minor pupil, and (e) any school or institution to which federal funds are made available must comply with federal regulations relating to the privacy rights of parents and students. Sections of relevant laws are attached. (ABL)

ED 314 705 CG 022 242

Shreve, Barry W.; Kunkel, Mark A.
The Role of Shame in Adolescent Suicide: A Self-Psychological Perspective.
PUB DATE- Aug 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Emotional Disturbances; Self Actualization; *Self Concept; Self Destructive Behavior; Self Esteem; *Self Evaluation (Individuals); *Suicide
IDENTIFIERS- *Adolescent Suicide; *Shame

Using the psychoanalytic self-psychology of Heinz Kohut as the theoretical foundation, this article discusses the role of shame in adolescent suicidal behaviors. Shame is described as an essential aspect of adolescent suicidal behavior because of the significance of the stage of adolescence in the development of the healthy self. Normal self-development is described and important issues pertinent to the development of the self during adolescence are explored. Finally, general suggestions for the treatment of the disturbed adolescent are discussed from a self-psychological perspective. Twleve references are included. (Author)

ED 314 706 CG 022 243

Hale, Christine L.; Watson, Mary G.
AIDS: Disease Characteristics and Attributions of Sympathy and Blame.
PUB DATE- Aug 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American

ED 314 721 CS 009 900

Eldredge, J. Lloyd
An Experiment Using a Group Assisted Reading Strategy with Poor Readers.

PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decoding (Reading); Grade 3; *Group Instruction; *Oral Reading; Primary Education; Reading Achievement; *Reading Comprehension; *Reading Difficulties; Reading Improvement; Reading Instruction; Reading Research; *Reading Strategies; *Vocabulary Development
IDENTIFIERS- *Assisted Reading Instruction; Gates MacGinitie Reading Tests; Repeated Readings; Utah (Provo)

Evidence from existing literature suggests that the decoding and reading comprehension skills of poor readers can be improved by assisting them to read material that is too difficult for them to read by themselves--especially when the reading experiences are focused on the content of the material rather than on the words. A study examined the reading achievement effects of "group assisted reading," a teaching strategy designed to assist poor readers to read difficult material, in which the teacher assisted a group of students to read text material in unison--emphasizing correct phrasing, intonation, and pitch. Subjects were randomly selected from the population of poor readers in the third grade in one elementary school in a low socioeconomic district in Utah; 18 received the group assisted reading treatment and the control group (also 18 students) received unassisted reading treatment. One teacher taught both groups of students in "pull-out" sessions over an eight-week period (40 school days, 15 minutes a day). A pretest-posttest control group research design was used. Reading comprehension and vocabulary were measured using the Gates-MacGinitie Reading Test, Level C, Form 1. Results indicated that students involved in the group assisted reading experiment made greater achievement gains on reading comprehension and vocabulary than those who were given no assistance. (Three tables of data are included, and 70 references are attached.) (Author/SR)

ED 314 735 CS 009 914

Report of the Eleventh-Grade High School Proficiency Test Reading Skills Development Committee.

New Jersey State Dept. of Education, Trenton.

PUB DATE- Jun 89
NOTE- 22p.; For related documents, see CS 212 190 and SE 051 186.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; *Grade 11; High Schools; Minimum Competency Testing; Reading Attitudes; *Reading Skills; *Reading Strategies; Reading Tests; Skill Development; Test Construction; Test Format
IDENTIFIERS- *New Jersey

The Reading Skills Committee of the New Jersey Department of Education determined that the Eleventh-Grade High School Proficiency Test (HSPT) reading test should be based on contemporary theories defining reading as a process and that requisite reading skills could best be identified in terms of text and tasks. The purpose of the test is to assess students' capacities to comprehend printed material across curricular areas. The committee identified narrative text, informative text, persuasive/argumentative text, and workplace/real life text as representative of school experiences common to eligible eleventh graders. For each of the text types, questions requiring literal and inferential processing skills will be posed. Test items will also include questions concerning students' knowledge of reading strategies and their attitudes and self-perceptions as readers. During the 1989-90 school year, reading, mathematics, and writing committees will develop sample test items and specifications. Three years of "due notice" testing will begin in 1990-91, and the first test required for graduation will be administered in December 1993. (Thirty-four references and appendixes containing lists of the members of the writing skills committee and of reviewers of the proposed writing skills are attached.) (RS)

ED 314 749 CS 212 188

Anderson, Philip M.
Evaluative Response to Poetic Convention at Four Grade Levels.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Evaluation Research; Grade 5; Grade 7; Grade 9; Grade 11; Intermediate Grades; Literary Devices; Literature Appreciation; *Poetry; *Reader Response; Reading Attitudes; Secondary Education; Student Reaction; Text Structure
IDENTIFIERS- New York City Board of Education; *Reader Preferences; Text Factors

A study examined the poetic conventions of rhyme, meter, and diction to determine whether central tendencies and differences in evaluative response at various stages of late childhood and adolescence were discernible. Data were gathered from students of four grade levels (5, 7, 9, 11) enrolled in New York City public schools (359 students in all). Students (with varied knowledge of poetry) were asked to give best/worst evaluative responses to four versions each of three nonnarrative poems chosen from contemporary school anthologies. The versions were the original and three altered versions which, respectively, unrhymed the poem, disturbed the meter, and replaced poetic diction with prosaic diction. Results revealed three patterns of central tendency in the responses. First, a central tendency in evaluative response to the individual poems at each grade level was evident. In each case more than 33% of the respondents chose one altered version over the other three for "best" and for "worst." Second, responses indicated a central tendency in evaluation of altered poetic conventions across the poems. The combined percentages of original and altered diction "best" choices was larger than the combined percentages for rhyme and meter as "best," while the obverse was true for the "worst" versions. Third, a central tendency was evident in individual preferences regarding preferred conventions or forms. More than 21% of students at each of the grade levels selected the same matrix more than once. No clear-cut developmental schema was discernible from the data. (Four tables of data are included; 17

Butler, Sydney J.; Cox, Barbara
Writing with a Microcomputer in Grade One: A Study in Collaboration.

PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Computer Uses in Education; *Cooperative Learning; Foreign Countries; *Grade 1; *Microcomputers; Primary Education; *Reading Writing Relationship; Writing Instruction; Writing Research
IDENTIFIERS- Canada; *Childrens Writing; *Collaborative Writing; Story Writing; Writing Attitudes

A case study explored the composing processes of two grade one students to determine the role of the computer as a learning tool in the first grade classroom. Analysis of the texts of the children's writing and transcriptions of the tape-recorded collaborative exercise in writing and computer use by the children revealed that young children, given a modicum of teacher support, can be allowed to work independently at a computer, where they are able to use their own resources in a collaborative setting to solve their problems of composing and word processing. The children were able to sustain their interest over many 20-30 minute periods of work, exhibited increased text reading and rereading during composition in order to clarify and expand their ideas, and evidenced improved reading enthusiasm as they incorporated a sense of playfulness into their work. Also, the successes of these two students were effectively shared with the rest of the class. Both became resource people able to respond to any who were having trouble at the computer, and their stories served as models for other students to emulate. Findings suggest that the first grade classroom can absorb the microcomputer into its existing structure in a way that enhances the achievement of the children. (Three texts written by the subjects and transcripts of the conversation recorded during the composing process are included.) (KEH)

ED 314 777 CS 506 987

Cruice, Gary G., Jr.
Communication Skills Textbooks.
PUB DATE- Nov 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Course Content; Higher Education; *Interdisciplinary Approach; *Language Arts; Skill Development; Speech Communication; *Textbooks; *Textbook Selection; Writing Across the Curriculum
IDENTIFIERS- *Course Development

The first roadblock encountered in an effort to develop an interdisciplinary communications skills course at the university level was the discovery that no suitable textbooks exist for such a course. First, texts widely used for basic speech courses do not attempt to incorporate written and spoken communication, much less computer skills. Second, writing and language arts textbooks merely do a fair job of integrating all communication skills, but at a level unsuitable for university use. Third, applicable computer software also is geared only to elementary students. There is, however, at least one speech textbook ("Communicating" by Berko, Wolvin and Wolvin) which attempts to deal with written and spoken language and which does explain the origins of language and meaning as well as the acquisition of language, but it is not all-encompassing. It may be that a course of this nature is too new or limited a concept for texts to have been developed. Moreover, if a university plans on offering such a course as the only way to offer students a chance to integrate their communication skills rather than the chance to use these skills across the curriculum, then such a course is a bad idea. If, on the other hand, the university plans on offering an interdisciplinary course as a component of a core curriculum, then such a course would be an excellent idea. (KEH)

ED 314 791 CS 507 011

Waldron, Vincent R.; Krone, Kathleen J.
The Experience and Expression of Emotion in the Workplace: An Exploratory Study of a Corrections Organization.
PUB DATE- May 89
NOTE- 36p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Behavior Patterns; Communication Research; *Conflict; *Correctional Institutions; *Emotional Response; *Interpersonal Communication; Interpersonal Relationship; Organizational Climate; *Organizational Communication; Questionnaires; Social Environment
IDENTIFIERS- Communication Behavior; Correctional Officers; *Emotions

A study examined the role of emotion in organizational life (specifically, in a corrections organization) to determine the communicative circumstances and effects associated with emotional communication events. A detailed questionnaire administered to 105 employees of a state Department of Corrections and Rehabilitation provided data on the nature of emotions experienced, the socialization content of the events, the extent to which the emotions were expressed, and the relational and behavioral consequences of the events considered. Results revealed that positive and negative emotions had different communicative effects. In addition, the emotional events were associated with changed relational assessments. However, changes in communicative behavior were reported only when the other interactant was a co-worker (as opposed to a supervisor). Continued investigation into emotional communication and the definition and redefinition of workplace relationships appear to be called for. (Six tables of data are included; 38 references are attached.) (KEH)

ED 314 806 CS 507 035

Samter, Wendy; Burleson, Brant R.

Evaluations of Communication Skills as Predictors of Peer Acceptance in a Group Living Situation.

PUB DATE- Nov 89

NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affective Behavior; Attitude Measures; Communication Research; *Communication Skills; Correlation; Group Experience; Higher Education; *Interpersonal Communication; Participant Characteristics; *Peer Acceptance; Sex Differences; Social Values; *Young Adults

IDENTIFIERS- *Communication Behavior

A study examined communication skills of college students to determine the relationship between individuals' skill valuings and their acceptance within peer groups of intact social systems. Data were gathered from 102 residents of two fraternities and 106 residents of two sororities. Subjects completed the Communication Functions Questionnaire and several other questionnaires during large group sessions and were also individually interviewed to provide several different sociometric assessments of peer acceptance and to tap the perceived importance of eight different communication skills in friends. Results revealed that college students highly valuing the affectively oriented communication skills of friends enjoyed significantly higher levels of peer acceptance than those placing a premium on non-affectively oriented skills. Concerning gender differences, results were consistent with the findings of previous research documenting gender-related differences in friendship conceptions and behaviors. (Four tables of data are included; 23 references are attached.) (KEH)

ED 314 821 EA 021 398

Simpkins, Edward
An Analysis of Time Utilization in Implementing Six Components in an Early Intervention Dropout Prevention Program.
PUB DATE- Nov 89
NOTE- 21p.; Headings and numbers on 16 graphs reduced and filled-in.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropouts; *Early Intervention; Elementary Secondary Education; Potential Dropouts; *Program Evaluation; *Program Implementation; *Time Management

The PAISC program provides support to schools enabling them to successfully implement discipline and early intervention dropout prevention programs. Selected characteristics of 15 sites in which the PAISC program has been implemented are described. This report details the way in which staff divided its time between implementing the components that make up PAISC: monitoring, assisting teachers, assisting students, preparing/reporting, and participating in training. A bar graph accompanies the discussion of each school's program characteristics. Schools range from high schools to middle schools to elementary schools. (SI)

ED 314 822 EA 021 427

Achilles, C. M.
Searching for the Golden Fleece: The Epic Struggle Continues.
PUB DATE- Oct 89
NOTE- 71p.; Paper prepared for the Annual Symposium of the University Council for Educational Administration (Phoenix, AZ, October 19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

ED 314 835 EA 021 523

Wheeler, Christopher W.; And Others
Policy Initiatives To Improve Primary School Quality in Thailand: An Essay on Implementation, Constraints, and Opportunities for Educational Improvement. BRIDGES Research Report Series, No. 5.
Harvard Univ., Cambridge, MA. Inst. for International Development.; Institute for International Research, Inc., McLean, VA.; Michigan State Univ., East Lansing. Coll. of Education.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Jun 89
NOTE- 38p.; The Basic Research and Implementation in Developing Education Systems Project (BRIDGES) is directed by the Harvard Institute for International Development and the Harvard Graduate School of Education.
CONTRACT- DDP-5824-A-5076
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Administrator Effectiveness; Attitude Change; *Developing Nations; Elementary Education; Foreign Countries; Human Capital; Instructional Improvement; Motivation; Teacher Effectiveness
IDENTIFIERS- *Thailand

Thailand has dramatically increased access to education in the past 25 years; however, like many other developing nations, the country now faces the pressing need to improve educational quality--especially at the primary level. To improve Thailand's primary school quality, the quality of teaching and school administration must be improved. Some policy initiatives attempting to accomplish this goal were designed to make teachers and principals accountable for student academic achievement; others focused on building teacher and principal knowledge capacities and on stimulating quality instruction and administrative leadership. An examination of nine important initiatives enacted during the 1970s through the mid-1980s revealed three patterns of implementation and success. Strong, united central government support was an important factor in initiatives that produced

ED 314 850 EA 021 545

Domenech, Daniel A.
South Huntington's Evolution to Shared Decision Making.
PUB DATE- 19 Oct 89
NOTE- 9p.; Paper presented to the Suffolk County Organization for the Promotion of Education, SCOPE, (Smithtown, NY, October 19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *Change Strategies; Decision Making; Elementary Secondary Education; Management Teams; Organizational Development; *Participative Decision Making; *Quality Circles; School Administration; School Based Management; Teacher Participation; *Teamwork
IDENTIFIERS- *South Huntington School District NY

School administrative decisions must be based on a broad range of input; the power of group thinking is required to ensure that the best decisions are made. The necessary transition from the old, closed autocratic administrative decisionmaking system to a new, open democratic organization requires not a radical leap, but a gradual transition. The South Huntington School District, a suburban school system on Long Island (New York) serving 5,500 students, initiated a Quality Circle program 7 years ago. Employees were given training in problem-solving techniques to allow them limited decisionmaking authority in their work situations under the guidance of management personnel. The noninstructional staff was enthusiastic and quick to participate in the initial training, but the teachers and administrators--already familiar with committee work and public presentations--tended to want to short-cut the systematic approach. The design of the quality circle program is restrictive; however, the program provides a core of individuals trained in problem solving who are ready to be participants in building-level and systemwide decisionmaking. The South Huntington School District is now poised to undergo a successful school-based management transition. (KM)

ED 314 864 EA 021 587

Domanico, Raymond J.
Model for Choice: A Report on Manhattan's District 4. Education Policy Paper Number 1.
Manhattan Inst. for Policy Research, New York, NY. Center for Educational Innovation.
PUB DATE- Jun 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Policy; Elementary Secondary Education; High Schools; Mathematics Achievement; *Program Development; Public Schools; Reading Achievement; *School Choice; School Organization
IDENTIFIERS- *Educational Restructuring; *New York (Manhattan)

This paper describes the organization and accomplishments of schools in New York City's East Harlem School Distirct, referred to locally as Community School District 4. Schools in this district use choice as the conceptual framework for the organization of public education. Once students and parents have been informed of the choices open to them, each student follows a formal admissions process. Curricular offerings in the junior high schools vary according to the organizing theme of the school, for example, health or biomedical studies. The reading achievement level of students is the most widely used indicator of success or failure. In 1982, the district reading achievement level ranked solidly in the middle of all districts compared to 1974 when it had the lowest level of all school districts in New York City. English language acquisition and mathematics achievement scores are also used to measure improvement levels. Placement of students in selective and private high schools is also a powerful indicator of a school districts' success. Designed and established by Community School District 4, the Manhattan Center for Science and Mathematics is a unique high school that stresses math, science, foreign languages, and technology. The East Harlem educational reforms offer clear lessons for larger efforts in American cities. (SI)

ED 314 879 EC 222 014

Peer Tutoring and Other Positive Experiences to Interest Secondary Students in Special Education Careers.

National Clearinghouse for Professions in Special Education, Reston, VA.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Jul 89

NOTE- 11p.

GRANT- G0087C305388

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Disabilities; *Peer Teaching; Secondary Education; *Special Education Teachers; *Teacher Recruitment; *Tutorial Programs; Youth Clubs

IDENTIFIERS- Future Teachers of America

This paper reviews the literature on peer tutoring and other experiences that may interest secondary students in careers in special education, and notes the efficacy and cost-effectiveness of such programs. Examples of current programs are given, including a variation which integrates athletes with and without mental retardation. The potential recruitment benefits available through Future Teacher Clubs and similar extra-curricular programs are also discussed. A list of 16 readings on peer tutoring is attached. (PB)

ED 314 880 EC 222 017

de Villiers, Jill; And Others

Speech and Gestural Communication between Oral Deaf Children and Oral Deaf Mothers.

ED 314 894   EC 222 037

Holowach, Kathleen Teague
Teaching that Works: The Individualized Critical Skills Model.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 89
NOTE- 249p.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($28.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Daily Living Skills; Elementary Secondary Education; Evaluation Methods; *Experiential Learning; *Instructional Development; Interviews; *Severe Disabilities; *Student Educational Objectives; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Individualized Critical Skills Model

The Individualized Critical Skills Model (ICSM) is an individualized, systematic instructional process that emphasizes teaching severely handicapped learners relevant skills in the environment in which they would naturally occur. The manual is divided into three sections. The first section discusses the historical perspective of the ICSM and gives the rationale and purpose for its development. The second section provides details of the ICSM instructional process. Each of the 10 phases of the ICSM is then covered in one or more chapters. The final section deals with integrating and applying the ICSM approach. The appendix contains blank copies of 29 worksheets used in conjunction with the ICSM, and a glossary of terms. Individual chapters focus on the following topics: conducting interviews with "significant others," targeting critical activities, determining the student's present level of performance, developing adaptations for participation in critical activities, developing annual and instructional objectives, teacher additions to the instructional process, instructional procedures, keeping records, scheduling and implementing programs, evaluating and modifying programs, evaluating student progress, and putting it all together. (DB)

ED 314 908 EC 222 068

Plourde, Lynn
CLAS: Classroom Listening and Speaking. Preschool.
REPORT NO.- ISBN-0-88450-369-0
PUB DATE- 89
NOTE- 386p.; For related documents, see EC 222 071, and ED 275 099.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($50.00, Catalog No. 7570).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Language Acquisition; *Listening Skills; Oral Language; *Preschool Education; Skill Development; *Speech Instruction; *Teaching Methods; *Vocabulary Development

This oral language program, designed for children ages 3 to 5, is divided into 11 sections covering the themes of self and senses; family, home, and friends; teddy bears; school and community; colors; food; animals; clothes; summer fun; holidays; and vehicles. Numerous cutouts are provided to prepare for the activities in this book, and each section's activities aim at developing such skills as auditory memory, question-asking ability, and improved attention span through use with whole classroom groups. Three activities per week in class are provided with an average completion time of 20 minutes each. There are also weekly activities for parents to complete with children, again based on the 11 themes. Activities frequently include stories and illustrations designed to improve speaking/listening skills and vocabulary through role-playing, games, discussions, and other interactive methods. A pre-test/post-test, tips on implementation, and scheduling guidelines are included as well. (PB)

ED 314 909 EC 222 069

ED 314 923 EC 222 083

Smith-Davis, Judy; Cohen, Mary

Preventing Attrition through Teacher Induction and Mentoring and Entry-Year Induction Programs and Practices: A Bibliography. Information on Personnel Supply and Demand.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; National Clearinghouse for Professions in Special Education, Reston, VA.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Jul 89

NOTE- 26p.; Prepared by the Supply/Demand Analysis Center.

GRANT- G0087C3053-88

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)

DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; *Disabilities; Elementary Secondary Education; *Faculty Mobility; Mentors; Social Support Groups; Special Education Teachers; *Teacher Burnout; Teacher Orientation; *Teacher Persistence; Teaching Skills

The paper examines issues in special education teacher attrition and reviews a variety of induction and mentorship programs to lessen the common isolation of beginning teachers. Statistics indicating the high attrition rate among beginning teachers, especially special education teachers are cited and related to lack of training and ongoing support. Teacher induction models are compared showing that all emphasize a high level of interaction among new teachers, their colleagues, and administrators. Examples of successful mentoring programs are cited in the Houston Mathematics and Science Improvement Consortium (which matches high school science/mathematics teachers with practicing scientists and mathematicians) and the teacher induction program at the University of Wisconsin-Whitewater (in which beginning teachers are matched with a mentor and and a university consultant). Selected state initiatives from Virginia, North Carolina, Wisconsin, Florida, and Utah are briefly described. It is concluded that such programs can

ED 314 936 FL 018 278

Lopez-Valadez, Jeanne
Training Limited English Proficient Students for the Workplace: Trends in Vocational Education. Occasional Paper in Bilingual Education. New Focus, Number 11.
National Clearinghouse for Bilingual Education, Silver Spring, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 13p.
CONTRACT- 300860069
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Educational Needs; Educational Trends; Federal Legislation; *Job Skills; *Limited English Speaking; Postsecondary Education; *Program Design; Program Development; Program Effectiveness; Secondary Education; Trend Analysis; *Vocational Education; *Vocational English (Second Language)

With the decline of manufacturing, industry faces the layoff of many low-skilled workers and a shortage of skilled workers. To fill the gap, workers will need more skills, often those not taught in schools. Language minority individuals are most affected by these changes. The situation has brought a new political focus on the role of vocational education in the overall educational system. Proponents of vocational education see it as an alternative to the academic-only program; it provides a transition to careers for the non-college bound, and a stepping stone for those seeking higher education. The level of participation of limited-English-proficient (LEP) students in vocational education programs is difficult to determine, but a steady increase is suggested. LEP enrollments are skewed toward business, trade, and industry. Federal legislation attempts to provide accessibility, quality, and coordination of vocational education for this population. Currently, model programs in the Chicago Public Schools and at Florida's Miami Jackson Senior High School are addressing the specific needs of LEP students. The development of Vocational English-as-a-Second-Language (VESL) courses parallels these efforts. Educators, parents, and

ED 314 551 CE 051 897

Educational and Vocational Guidance Services for the 14-25 Age Group. Denmark, Federal Republic of Germany and the Netherlands.
Commission des Communautes Europeennes (Luxembourg).
REPORT NO.- ISBN-92-825-7856-9
PUB DATE- 88
NOTE- 181p.; Some pages have light type.
AVAILABLE FROM- European Community Information Service, 2100 M Street, NW, Suite 707, Washington, DC 20037 ($18.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Career Guidance; *Counselor Role; Education Work Relationship; Foreign Countries; *Guidance Programs; History; Postsecondary Education; Program Implementation; Program Improvement; School Counselors; School Guidance; Secondary Education; *Young Adults
IDENTIFIERS- *Denmark; Netherlands; *West Germany

This report describes educational and vocational guidance services for adolescents and young adults in Denmark, the Federal Republic of Germany, and the Netherlands. It is drawn from a larger study that was conducted to compare the nature and size of guidance services, their staffing and funding, the identity of their clients, and in particular, the coordination existing between the different branches of the services. This document contains three parallel reports, with each report organized in four sections. In each country's report, the first section provides background information about guidance services. The second, largest section describes the structure and staffing of professional guidance services. Information is included on guidance for various levels of schooling and for various populations. The third section of each country report establishes linkages between the various aspects of guidance, and the final section draws conclusions about the state of guidance in each country and makes recommendations for the future. (KC)

ED 314 552 CE 052 237

Charters, Alexander N.; Holmwood, Donald
Syracuse University Publications in Continuing Education. List of Publications.

and general textile properties; textile yarns; fabric construction; nonwoven and other textiles; fabric coloration; finishing fabrics; laws and regulations; visual merchandising and display; basic sewing; fashion illustration; fashion salesmanship; sales promotion; fashion buying and merchandising; fashion coordination; fashion copywriting; basic skin care and makeup; and color analysis. (KC)

ED 314 564   CE 053 154

Guerini, Michael
Interior Design. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 139p.; For related documents, see CE 053 146-174. Small, light type may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; Communication Skills; *Competency Based Education; *Design Requirements; *Drafting; Integrated Curriculum; *Interior Design; Interior Space; Mathematics Skills; Occupational Information; Science Instruction; Secondary Education; Vocational Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the interior design program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories, and the

electrical code; heating and lighting; calculate Ohm's law; house wiring; residential service installation; commercial pipe layout and installation; use and maintenance of equipment; and use, installation, and troubleshooting industrial motor controls. (CML)

ED 314 577 CE 053 167

Fagg, Harold

Industrial Electronics and T.V./Computer Repair. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.

Ocean County Vocational Technical School, Toms River, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

PUB DATE- Jul 89

NOTE- 85p.; For related documents, see CE 053 146-174.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Basic Skills; Communication Skills; *Competency Based Education; *Computers; *Electromechanical Technology; *Electronic Equipment; Fluid Mechanics; Hand Tools; Hydraulics; Integrated Curriculum; Mathematics Skills; Safety; Science Instruction; Secondary Education; Shop Curriculum; Skilled Occupations; Technical Education; *Television Radio Repairers

IDENTIFIERS- Pneumatics

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the industrial electronics and TV/computer repair program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theory and basic skills covered. Also listed are the expected student outcomes. The nine instructional units included are:

were discouraged or dissatisfied; and (4) a higher proportion of BE students than ESOL students seek academic credentials such as the General Educational Development certificate or a college diploma. (The document contains 52 tables and 6 figures as well as appendices documenting study methodology and sample size; an eight-item bibliography is also provided.) (CML)

ED 314 590 CE 053 900

Wade, Barbara K.
Political Socialization Patterns of Politically Active Vocational Educators.
PUB DATE- Mar 89
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Higher Education; Lobbying; Political Affiliation; Political Attitudes; *Political Influences; *Political Socialization; *Teacher Attitudes; *Vocational Education; *Vocational Education Teachers

A study investigated the political socialization patterns of politically active vocational educators. Six groups of vocational educators were examined: agriculture education teacher educators, agriculture administrators, home economics teacher educators, home economics administrators, trade and industrial education teacher educators, and trade and industrial education administrators. There were 160 usable responses from a sample of 300 educators. Subjects were considered to be politically active by virtue of their membership in the American Vocational Association (AVA), the national lobbying group for vocational education. The Ley (1979) study was the basis for this research, and Ley's instruments were used for gathering data: a Background Information Sheet and the Political Socialization Q-Sort. A factor analysis of the Q-Sort items produced four distinct determinants of political socialization: family as an influence; professional organizations as an influence; significant others as an influence; and graduate school faculty as an influence. No significant differences were found among the groups. The study recommended that vocational educators be encouraged to promote workplace democracy for entering postsecondary educational institutions is growing rapidly; (2) at too many institutions the prevailing assumption remains that the typical student is 18-25 years of age and is following a linear course of study; and (3) the quality control emphasis in postsecondary education may stiffen resistance to nontraditional programs that have a "diploma mill" image. The document includes a total of 105 references. The appendices provide summary information for methodology, findings, articulation agreements, campus contacts, and trascript evaluation, as well as numerous sample anonymous transcripts. (CML)

ED 314 604 CE 053 947

CBE Report. A Special Conference Issue. Vol. VIII, No. 24.
Association for Community Based Education, Washington, DC.
PUB DATE- 31 Dec 89
NOTE- 30p.; Report of the conference, "Investing in People: Community Based Education and Development" (14th, Bethesda, MD, October 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Advocacy; *Basic Skills; *Community Education; *Community Resources; *Cross Cultural Training; Economic Development; Functional Literacy; Fund Raising; Leadership; *Literacy Education; Native Language Instruction; *Nonschool Educational Programs; Outreach Programs; Professional Development; Voluntary Agencies; Volunteers; Volunteer Training

This document reports on the Association for Community Based Education's (ACBE's) 14th annual conference. The first section is an introduction by the conference co-coordinators. The other sections describe conference sessions on the following subjects: (1) ACBE's literacy program; (2) advocacy methods, models, and resource development; (3) the concept of culture and an examination of participants' cultural backgrounds; (4) what kind of economic development training is appropriate, what training is available, and the role ACBE might play in providing training opportunities; (5) the role of native language in community-based education; (6) how to run a small business and how to place entrepreneurial efforts in the context of a community-based education process; (7)

ED 314 619 CE 053 978

Flight Engineer. Question Book. Expires September 1, 1991.
Federal Aviation Administration (DOT), Washington, D.C.
REPORT NO.- FAA-T-8080-8C
PUB DATE- 89
NOTE- 176p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 050-007-00818-0: $11.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aircraft Pilots; *Aviation Education; *Aviation Technology; Aviation Vocabulary; *Flight Training; *Job Training; Occupational Information; Postsecondary Education; Testing; Test Items
IDENTIFIERS- *Flight Engineers

This question book was developed by the Federal Aviation Administration (FAA) to be used by FAA testing centers and FAA-designated written test examiners when administering the flight engineer written test. The book can be used to test applicants in the following flight engineer knowledge areas: basic, turbojet powered, turbopropeller powered, and reciprocating engine powered. The multiple-choice test questions in this book represent a departure from referencing specific airplane makes and models. Instead, test questions are referenced from readily available publications using general questions common to the operation of most turbojet, turbopropeller, and reciprocating engines. Extensive appendices contain background material needed to answer the questions, including 58 figures. (Answers to the questions are not included, nor are they published by the FAA.) (KC)

ED 314 620 CE 053 979

Flanagan, Malcolm; Johnson, Jodi
Access Skills. Employability and Study Skills Assessment and Curriculum Guide. Missouri LINC. Accessing Vocational Education.
Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.

evaluate students, plan programs and develop instruction, and participate successfully in meetings and cultivate contacts valuable to their programs. Each section includes an overview, content in question-and-answer format, and a resource list. The document concludes with a glossary and a 33-item bibliography. (CML)

ED 314 631 CE 053 990

Kearns, Donna; And Others
Vocational Special Needs Counselor Manual. Missouri LINC.
Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Jun 88
NOTE- 176p.; For related documents, see CE 053 979-989.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($13.90).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Advocacy; *Counseling Services; Counselor Client Relationship; Counselor Role; Counselors; *Counselor Training; *Education Work Relationship; High Risk Students; Parent School Relationship; Postsecondary Education; Program Development; Secondary Education; *Special Needs Students; Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Education for All Handicapped Children Act; *Missouri; Vocational Rehabilitation Act 1973

This document defines the role and responsibilities of Missouri's vocational special needs counselors as they work with special needs students in vocational programs at the secondary and postsecondary levels and offers advice on how they can fulfill their role and responsibilities. Following the introduction is the questionnaire used in a survey of vocational preparation teachers conducted in October 1987 through which five areas of responsibility were identified. The next section lists legislation (such as the Carl D. Perkins Vocational Education Act, the Education for All Handicapped Children Act, and the Vocational Rehabilitation Act) that affects the responsibilities of vocational preparation teachers. The next

provided in the appendix. (KC)

ED 314 644 CE 054 058

Lessons from Abroad--Developing Countries. Viewpoints: A Series of Occasional Papers on Basic Education. Issue No. 9.

Adult Literacy and Basic Skills Unit, London (England).

PUB DATE- May 89

NOTE- 19p.; Papers from the Annual Conference of the International Council for Adult Education (Toronto, Ontario, 1987).

AVAILABLE FROM- Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England (1.25 pounds, plus shipping).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; *Developing Nations; Foreign Countries; Functional Literacy; *Literacy Education; Native Language Instruction

IDENTIFIERS- Africa; Asia; Caribbean; Latin America

This document, one of a series of British occasional papers on basic education, investigates adult literacy practices in Africa, Asia, Latin America, and the Caribbean. The texts and their authors are "Building a National Movement: The Caribbean Experience" (Didacus Jules); "Literacy and Empowerment: A Definition for Literacy" (Lalita Ramdas); "Korea's Long March towards a Literate Nation" (Choi Un Shil); "Literacy Practice in the Philippines" (Eileen Belamide); "Literacy and Popular Education: A Latin American Experience (Cesar Picon); and "Mother Tongue Literacy: The Importance of Learning to Read and Write in One's Mother Tongue" (Meshack Matshazi). (CML)

ED 314 645 CE 054 059

Basic Skills and the Education Reform Act. Viewpoints: A Series of Occasional Papers on Basic Education. Issue No. 10.

Adult Literacy and Basic Skills Unit, London (England).

ED 314 658 CG 022 191

Nelson, Lori J.; Cooper, Joel
Sex Role Identity, Attributional Style, and Attitudes toward Computers.
PUB DATE- 31 Mar 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Grade 5; Intermediate Grades; *Microcomputers; Preadolescents; *Sex Differences; *Sex Role; *Sexual Identity; *Student Attitudes
IDENTIFIERS- *Computer Use

This study was conducted to examine three explanations for gender differences in computer use and attitudes: (1) sex-typed females avoid computers if they perceive computers to be a male domain; (2) sex differences in video game use mediate sex differences in computer use; and (3) sex differences in attributional style mediate sex differences in computer use and perceived abilities with computers. Subjects were 127 fifth graders who completed questionnaires assessing attributional style, sex role identity, and computer and video game experience. Several weeks later, subjects used either a frustrating or non-frustrating computer program to solve anagrams, evaluated their performance, and made attributions for their performance. Also assessed were anxiety, attitudes toward the program, perceptions of anagrams, perceptions of one's own ability with computers, expectations for future performance, attitudes toward using computers in the future, and performance on a second computer program. The findings revealed that both boys and girls were enthusiastic about using computers and had positive attitudes toward computers, yet girls used computers less often than boys did, and girls felt that they had less ability with computers than did boys. None of the three possible explanations for sex differences in computer use and attitudes could adequately account for the results. (NB)

ED 314 674 CG 022 209

Liebig, Phoebe S.
Employer Supported Caregiver Programs: The Good News and the Bad News.
SPONS. AGENCY- American Association of Retired Persons, Washington, D.C.
PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Day Care; *Caregivers; *Employee Assistance Programs; *Fringe Benefits; *Health Programs; *Older Adults; *Retirement Benefits; Surveys; Tables (Data)
IDENTIFIERS- *Elder Care Programs

This document consists of a series of tables that display data derived from a survey of 33 companies that provide employer supported caregiver programs for the elderly. The tables outline the following information: (1) factors enhancing employer-supported eldercare development; (2) factors inhibiting employer-supported eldercare development; (3) determinants of employer-provided eldercare; (4) types of benefits offered; (5) future eldercare benefits; (6) companies with eldercare programs compared to companies without; and (7) specific aspects of eldercare programs. A list of employer benefits and policies is appended. (TE)

ED 314 675 CG 022 210

Parent Resources Inventory.
Alberta Education Response Centre, Edmonton.
REPORT NO.- ISBN-0-7732-0252-8
PUB DATE- 89
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adoption; Child Abuse; Child Advocacy; Child Development; Childhood Needs; *Child Rearing; Childrens Television;

ED 314 690 CG 022 226

Slora, Karen B.
An Empirical Approach to Determining Employee Deviance Base Rates.
PUB DATE- 14 Aug 89
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Crime; *Employees; *Job Performance; Productivity; Surveys
IDENTIFIERS- *Employee Deviance; *Employee Theft

Employee deviance may reflect either acts of employee theft or of production deviance. Employee theft refers to the unauthorized taking of cash, merchandise, or property. Production deviance refers to counterproductive activities which serve to slow the rate or quality of output, such as intentionally doing slow or sloppy work or using drugs on the job. Both types of employee deviance can be costly to employers in terms of losses in profits, inventory, morale, and image. In this study, a four-stage survey mailing process was used to determine the incidence, amount, and types of employee deviance occurring within fast food restaurants and supermarket stores. Employees (N=872) from 341 fast food restaurants and from 234 supermarkets completed and returned anonymous questionnaires which asked them to indicate the types of on-the-job theft and counterproductive behaviors in which they had engaged. The results indicated that many employees from both industries admitted to costly theft and other counterproductive work practices. The most common types of employee deviance were practices related to the theft of company cash and property, time theft, and general counterproductivity. Specifically, for fast food units 62 percent of respondents admitted to some type of cash or property theft; for supermarket stores 43 percent admitted to some type of cash or property theft. Respondents perceived employee theft to be prevalent in their workplace. The results from the fast food and supermarket industries suggest that an anonymous survey approach may be useful as a means of determining base rates of employee deviance. (Author/ABL)

Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Attitude Measures; Diseases; *Negative Attitudes; Questionnaires; *Social Attitudes
IDENTIFIERS- *Blame; *Sympathy

Weiner (1987) theorized that sympathy and blame are a function of attributions of stability (lethality) and controllability of a disease. This research hypothesizes that all Acquired Immunodeficiency Syndrome (AIDS) patients will receive sympathy because the disease is lethal, and that those who could not control the contraction of AIDS (transfusion recipients) will receive more sympathy than those who could (homosexuals and intravenous drug users). It also hypothesizes more blame when contraction of AIDS was controllable. Subjects (n=170) watched a video of an AIDS patient and answered a questionnaire. All hypotheses were supported. (Three references and one table are included.) (Author)

ED 314 707 CG 022 244

Jackson, James S.
The Conceptual Status of Race, Ethnicity, and Gender in Social Gerontological Theory and Research.
PUB DATE- Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Ethnicity; *Gerontology; *Minority Groups; *Older Adults; Race; Racial Identification; Research Needs; *Sex Differences; Socialization; Social Theories

Research in social gerontology has become increasingly concerned with issues related to race, ethnicity, national origin and gender. The bulk of this research has merely described interesting differences among groups. This presentation suggests that theory and research on race, ethnicity, and gender groups, particularly in

ED 314 722 CS 009 901

Hayes, Bernard L., Ed.; Camperell, Kay, Ed.
Reading Researchers, Policymakers, and Practitioners. Yearbook of the American Reading Forum, Volume IX, 1989.
American Reading Forum.
REPORT NO.- ISBN-0895-3562
PUB DATE- 89
NOTE- 162p.; For the eighth yearbook, see ED 300 791.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Policy; Educational Researchers; Elementary Secondary Education; Policy Formation; Politics of Education; *Reading Instruction; Reading Programs; *Reading Research; *Reading Teachers; Remedial Reading; School Administration
IDENTIFIERS- Practitioner Involvement (Research); Research Integration

Articles in this yearbook address the problems associated with how reading research informs practice. Articles, listed with their authors, are as follows: (1) "Reading Research into Policy and Practice: Practitioner's Viewpoint" (Deborah L. Thompson); (2) "Michigan's Reading Program: A Decade of Change" (Elaine M. Weber); (3) "What Practitioners Can Tell Reading Researchers about Content Reading Instruction" (Richard J. Telfer and others); (4) "Research to Impact Practitioners: Teaching Concepts to At-Risk Children" (Beth S. Wise and Judy C. Shaver); (5) "The Practice of Reading Politics: Effects on Children with Learning Problems" (Richard H. Bloomer and Kay A. Norlander); (6) "Conducting Collaborative Research: Teachers, Researchers and Observers Talk about What They Do" (Terry Bullock and Chester Laine); (7) "A Cooperative School Reading Plan: Developing Collaborative Relationships" (Marino C. Alvarez); (8) "Transaction and Interaction with Children's Literature: Direction of Policy" (Mary M. Brittain and others); (9) "Enhancing Students' Independent Learning and Text Comprehension with a Verbally Rehearsed Composing Strategy" (Victoria Risko and Alice Patterson); (10) "Teaching Reading Comprehension: Direct Instruction Revisited" (Thomas Cloer, Jr.); (11) "College Level Developmental Programs: Policy and Instructional Issues" (Louise M. Tomlinson); (12) "An Analysis of Reading Textbooks Used at the

ED 314 736 CS 009 915

Witry, Susan M.
Increasing Middle Grade Students' Motivation To Read Independently through Reading, Writing, and Data Base Programs.
PUB DATE- 89
NOTE- 137p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; Databases; Grade 5; Grade 6; *Independent Reading; Instructional Effectiveness; *Intermediate Grades; Library Skills; Program Development; *Reading Attitudes; Reading Research; Recreational Reading
IDENTIFIERS- *Reading Motivation

A practicum addressed the problem of a lack of reading motivation among middle grade students. An activity based program for middle grade students which integrated reading, book reports, book presentations, computer programs, and a library skills program was developed. Subjects, 32 fifth grade and 33 sixth grade students enrolled in a computer reading program at a school serving a public housing development located in a large Midwestern city, spent one class period per week engaged in recreational reading activities. Students selected their own books, read them, made a presentation to the class, and completed a follow-up writing assignment on the book. Records of books read and the completed writing assignments were kept in student logs as well as in a computer data base. A library skills program was implemented in the second semester of the school year. Results of student surveys indicated that all of the students: (1) developed a more positive attitude toward independent reading; (2) each read at least 10 books throughout the school year; and (3) became familiar with and knowledgeable in library skills. (Nine tables of data are included; 51 references, survey instruments, the book report form, and student reading log forms are attached.) (RS)

ED 314 737 CS 009 917

Behm, Mary; Behm, Richard

references are attached.) (KEH)

ED 314 750 CS 212 189

Cohen, Robin; Kleiner, Gail
Writing: A Teacher's Guide.
City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll.
SPONS. AGENCY- New York City Board of Education, Brooklyn, N.Y. Div. of High Schools.
PUB DATE- 89
NOTE- 78p.; A product of the Institute for Career Exploration (ICE). Occasional faint type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Grade 9; Junior High Schools; Summer Programs; Thematic Approach; *Writing Instruction; Writing Processes
IDENTIFIERS- New York (New York); Writing Assignments

Intended for adaptation by teachers to suit their students' and their own strengths, this guide is a series of thematic units intended to encourage meaningful language use in an enjoyable and serious atmosphere in the ninth grade classroom. The guide includes many reading and writing activities that can be used in both the specific contexts in which they are suggested and at other points during the six weeks of the program. The guide's first two units, "Biographies: Writing about Each Other" and "Timelines: Writing about Ourselves," involve extensive prewriting activities leading to more formal pieces of writing, in the first instance about a classmate's life and in the second, about a significant incident in the student's own life. The third and fourth units, "Family and Culture: A Reading and Writing Unit" and "Stories about School: A Reading and Writing Unit," integrate reading and writing around themes felt to be meaningful to students. The fifth section, "Preparing for High School," focuses more directly on the students' expectations and concerns about starting high school, moving to actual investigations of aspects of their new schools. Finally, in the sixth section, "Preparing a Publication," students have the opportunity to look back over the many pieces of writing they have produced during the five weeks and to choose one to work on further and prepare for publication in a class magazine. (SR)

ED 314 764 CS 506 693

Parker, Richard A.
Least Restrictive Means.
PUB DATE- Feb 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Civil Liberties; Communication Research; Constitutional History; *Constitutional Law; *Court Litigation; *Evaluation Methods; *Freedom of Speech
IDENTIFIERS- *First Amendment; Least Restrictive Means Test (First Amendment); Supreme Court

The "least restrictive means" test, a frequently used tool for resolving First Amendment cases in federal courts, is designed to insure that state-imposed abridgement of free expression is limited to the narrowest scope and the least impact necessary to fulfill a compelling state interest. Analysis of the history of the test since its inception in 1876 shows long periods of disuse and several recent instances of inconsistent use and of misue of the courts. A detailed examination of the arguments of Supreme Court Justice Felix Frankfurter in the case of Shelton v. Tucker (1960) reveals that those arguments contained the seeds of two major challenges to the least restrictive means test: (1) that the judiciary should defer to legislative rationality; and (2) that statutes should be judged solely in terms of their effects rather than being called unconstitutional per se. A third challenge stemmed from the Court's identification of a classification system for forums of communication, which determined that the test should be applied only to communication articulated in quasi-public or "quintessentially" public forums. While standards like the least restrictive means test can theoretically insure constitutional rights, vigilant analysis and criticism of the uses of such tests is necessary to the survival of such rights. (One hundred fifty-two footnotes are included.) (MHC)

ED 314 778 CS 506 991

Littlefield, Robert S.
National Forensic Honorary Organizations and the "National" Tournaments: How Do They Relate?
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Debate; Higher Education; *Persuasive Discourse; Public Speaking; Questionnaires; Surveys
IDENTIFIERS- American Forensic Association; Cross Examination Debate Association; Debate Coaches; *Debate Tournaments; Forensic Directors; National Forensic Association

A study was conducted to begin the process of determining the preferences of coaches and/or teams for attending specific national debate tournaments. Ninety-six respondents participated in the study either through an oral survey or a follow-up questionnaire administered at two different national tournaments. The subjects included the directors of forensics, the coach in attendance, and five students unaccompanied by a coach. Respondents provided factors influencing their decisions to attend particular national tournaments which were grouped into 10 reasons: manner of qualification, availability of funding, quality of the tournament, tradition of attending the tournament, location of the tournament, professional affiliation of the coach or program, educational value of participating in the tournament, preference of the students involved, time when the tournament was held, and enjoyment of the coach and students when attending the tournament. Conclusions suggested that while the national tournaments sponsored by forensic honorary organizations ranked second most preferred, the reasons why they might be preferred (tradition, professional affiliation of the coach and/or program, educational value, preference of the student, and enjoyment) were not among the reasons identified. (Twelve tables of data are included.) (Author/MG)

ED 314 792 CS 507 012

Lippard-Justice, Paula
A Naturalistic Investigation of Interpersonal Conflict Strategies Available to College-Age Youth.
PUB DATE- Apr 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (59th, Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict; *Conflict Resolution; Higher Education; *Interpersonal Communication; Interpersonal Relationship; Naturalistic Observation; Questionnaires; Undergraduate Students; *Young Adults
IDENTIFIERS- *Communication Strategies

A study explored how young adults view influences on their own conflict behavior: what examples had an impact on them and how; and what modeled strategies and tactics were available to them. Subjects, 172 undergraduates (119 females and 53 males), described in writing a conflict from their past which had a great impact on them in terms of how they should or should not behave in a personal conflict. Results showed that, overall, the profile of a significant conflict for the subject sample was a recent one in which the subject entered into conflict with peers who were perceived to be primarily responsible for the conflict. Violence was likely not present, and the conflict was handled by participants without the aid of an authority; however, participants engaged in undesirable conflict strategies, and the outcome was usually unsatisfactory to the subject. This sort of conflict is exactly the kind of conflict which can be most positively affected by skills instruction in workshop or classroom settings. The results of the study therefore indicated that formal instruction in conflict management strategies and techniques could have a significant impact on subsequent perceptions about future conflict behavior among young adults. (Twenty-one references are attached.) (SR)

ED 314 793 CS 507 013

ED 314 807 CS 507 036

Mackin, Jim

Beyond Cultural Relativism: An Ecological Model for Rhetorical Ethics.

PUB DATE- Nov 89

NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Communication Research; Cultural Context; Ecology; *Ethics; *Models; Moral Values; Research Needs; *Rhetoric

IDENTIFIERS- Aristotle; Communication Theory; *Cultural Relativism

A model intended to overcome the cultural relativism of determining what is an ethical act draws an analogy to environmental studies. Beginning with the concepts of "telos" (final purpose) and "archai" (priority), the notion of an ecosystem of ethics avoids limitation to a particular historical definition of good. Since the telos of human life is the quest for the good, a communicative ecosystem's virtues are those which enable its members to seek the good. An ideal communicative system supports all parts equally, and the parts in turn support the system. The telos of the individual and of the system are interrelated; both must be taken into account in making ethical decisions. The practice of living ethically will include system building and transforming. How to help the present system become more like the ideal without making the system less viable is the central question. Combining the notions of public and private into a systems relationship should increase understanding of the problem of morality, but also will raise new inquiries. (Twenty-five notes are included.) (SG)

ED 314 808 CS 507 038

Zamanou, Sonia; Glaser, Susan R.

Communication Intervention in an Organization: Measuring the Results through a Triangulation Approach.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; Change Strategies; *Educational Administration; *Educational Change; Elementary Secondary Education; Excellence in Education; Higher Education; *Instructional Leadership; Management Development; *Program Implementation
IDENTIFIERS- *North Carolina

The task of improving educational administrator preparation is one of epic proportions. The magnitude of the task is expressed using allusions to the epic style and the myth of Jason and the Golden Fleece. The paper presents a quick "environmental scan" to determine how visionary and revolutionary are some current ideas for improvements in educational administration preparation. The current (late 1980's) ideas about educational administration preparation are juxtaposed with prior and various contemporaneous issues. This comparative and descriptive study covers the years 1950-1990. Programs or reform ideas included in this attempts to see just where things seem to be going. Forty-four pages (2) Ford-sponsored Inter-University Project; (3) Education Professions Development Act; (4) Leadership in Education in Appalachia Project; (5) Culbertson; (6) National Commission on Excellence in Educational Administration; (7) American Association for Colleges of Teacher Education; (8) National Policy Board; (9) Danforth Initiatives; and (10) Proposed New Doctoral Program in Educational Leadership for North Carolina. This report shows the interrelationships of the programs and reports, explores their similarities, asks about "vision," and attempts to see just where things seem to be going. Forty-four pages of the individual summaries of key programs or reform recommendations included in the analysis are appended. (28 references) (SI)

ED 314 823 EA 021 429

Howser, Michele A.
Reluctant Teachers: Why Some Middle-Aged Teachers Fail To Learn and Grow.
Oregon School Study Council, Eugene.
PUB DATE- Nov 89
NOTE- 48p.
AVAILABLE FROM- Publications Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; $2.00 handling charge on billed orders).

behavior changes. Additionally, desired effects were achieved if the initiative content met the needs of those affected and if participatory social relations during implementation subsequently appeared in classroom social relations. The accountability approach, currently prominent in Thai schools, may negatively affect long-term, self-sustaining school improvement. Creating a balance between accountability and capacity-building strategies of educational improvement offers a promising avenue for resolving the difficulties of reform and for future policy implementation. (33 references) (KM)

ED 314 836 EA 021 525

Program Cost Accounting Manual. Form J-380/Form J-580, 1989-90.
California State Dept. of Education, Sacramento. Office of Financial Management Practices and Standards.
REPORT NO.- ISBN-0-8011-0834-9
PUB DATE- 89
NOTE- 553p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($20.00; add sales tax for California residents).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Budgeting; Cost Estimates; *Costs; *Educational Finance; Elementary Secondary Education; Program Budgeting; Public Schools; Resource Allocation; *School Accounting; School District Spending
IDENTIFIERS- *California State Department of Education

In response to criticism by legislators, the business community, and other publics for an apparent lack of sound financial management, the California State Department of Education, together with representatives from the field and from state control agencies, began to develop a new program cost accounting system in 1984. After pilot testing, the new J-380 system began to be implemented in local education agencies in California on July 1, 1985. To assist chief business officials, directors, and accounting and budgeting personnel in understanding program cost accounting and in accurately completing the reports, the J-380/J-580 program cost accounting manual was developed. Divided into seven main sections with 16 appendices, which include worksheets, a glossary,

ED 314 851 EA 021 546

Reichman, Henry
Censorship and Selection: Issues and Answers for Schools.
American Association of School Administrators, Arlington, Va.; American Library Association, Chicago, Ill.
REPORT NO.- ISBN-0-8389-3350-5
PUB DATE- 88
NOTE- 141p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209 (ISBN-0-87652-129-4--Stock No. 021-00219; $12.95 plus $3.50 postage and handling; quantity discounts); American Library Association, 50 East Huron Street, Chicago, IL 60611 (ISBN-0-8389-3350-5).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Freedom; *Censorship; Civil Liberties; Educational Environment; Elementary Secondary Education; Freedom of Information; Intellectual Development; *Intellectual Freedom; *Moral Issues; Moral Values; State Church Separation; Student Rights

Censorship is the removal, suppression, or restricted circulation of literary, artistic, or educational material--of images, ideas, and information--on the grounds that these are morally or otherwise objectionable in the light of standards applied by the censor. Few in our society advocate the banning of all but a tiny handful of materials from sale, circulation, or display to adults; however, the commitment to free expression is not so clear where minors are concerned, and the picture becomes more clouded still when the issue of schooling enters. The purpose of education is not only to communicate factual information, but to develop in the young the ability to discriminate and choose. This, of necessity, involves some selective transmission of values. As a resource providing educators and citizens with essential information to help them deal effectively with censorship challenges and academic freedom, this document covers: (1) censorship in the schools; (2) areas of conflict; (3) disputed issues; (4) establishing selection policies; (5) general crisis preparation and coping methods; (6) basic principles of the censorship laws; and (7) a school system checklist. Appended are interpretations of the Library Bill of Rights, various samples and guidelines concerning censorship policies, and summaries of selected legal cases. (130 references) (KM)

ED 314 865 EA 021 606

Success for All Students: How "Onward to Excellence" uses R&D To Improve Schools.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 89

NOTE- 23p.

AVAILABLE FROM- Publications, Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *Basic Skills; Elementary Secondary Education; *Excellence in Education; Management Teams; *Program Implementation; *School Based Management; *School Effectiveness; *Success

IDENTIFIERS- *Educational Restructuring

Countless American schools are progressing toward effectiveness, ensuring that all students, regardless of family income, sex, or ethnicity, reach basic peformance levels in reading, mathematics, and language arts. Others are moving beyond effectiveness toward excellence and true equity. The Northwest Regional Educational Laboratory (NWREL) developed a 10-step school-based management approach called Onward to Excellence (OTE) that has contributed to improved student performance in nearly 500 schools. Drawing on educational research into school and teacher effectiveness, instructional leadership, curriculum alignment, program coupling, and educational change, OTE identifies several key concepts critical to successful school improvement within a specific community context. In OTE, the local school effort is led by a team consisting of the principal, key teachers, a central office representative, and a parent or student representative. The OTE process is learned through a 2-year series of training sessions offering implementation opportunities. After a planning team is formed, they study research evidence, profile student performance, set a schoolwide improvement goal, check current instructional practices, plan for implementation, implement the prescription, monitor the program, evaluate progress, and renew efforts. A detailed discussion of OTE's success at improving performance and reducing dropout and discipline referral rates is provided and is supported by charts, graphs and specific examples. Names and

PUB DATE- Apr 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Kansas City, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Language; *Deafness; Interaction; *Interpersonal Communication; Language Patterns; Mothers; *Parent Child Relationship; *Speech Communication; Young Children

This paper investigates deaf children of deaf parents who do not use formal sign language. Interactions of two deaf mother-deaf child dyads were videotaped every 2 months for 3 years from 14 and 22 months of age. Mothers and children both made extensive use of gestures. Findings included: (1) the rate of gesture sequencing was high, but even higher among the mothers; (2) representational gestures fell into distinct classes; (3) there were differences in ways each gesture was performed by mothers depending on its role as an action/verb or object/noun; (4) children produced very few potential pairs for comparison of noun-verb distinction of representational gestures; and (5) redundancy seemed to be the principle at work in mothers' use of gestures simultaneous with speech. (PB)

ED 314 881 EC 222 020

T.R.O.P.H.Y. Annotated Bibliography on Transition from School to Work.
Institute for Transition Research on Problems of Handicapped Youth.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 87
NOTE- 194p.
CONTRACT- 300-85-0174
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Adults; *Disabilities; *Education Work Relationship; High Schools; *Transitional Programs; Youth

This annotated bibliography on school-to-work transition for individuals with disabilities contains over 600 citations arranged alphabetically by author. The bibliography includes journal articles, books, book chapters, unpublished papers, reports, and transcripts of government hearings. The materials were produced

ED 314 895 EC 222 053

The General Education/Special Education Interface Task Force Report.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Sep 88
NOTE- 49p.; For other reports in this series, see EC 222 054-056.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; Core Curriculum; *Delivery Systems; *Disabilities; *Educational Change; Educational Finance; Inservice Teacher Education; *Models; Participative Decision Making; Problem Solving; *Program Development; Program Implementation; *Regular and Special Education Relationship; School Involvement; School Role; Special Education; State Standards; Teamwork
IDENTIFIERS- *California

The report of a California task force examines new or revised special education service delivery models which would allow for maximum interaction between special education and general education. After a review of the literature and a 2-day policy forum, the task force concluded that there is no one model appropriate for all schools and all mildly/moderately handicapped children. Each school is encouraged to develop a unified system resulting from: the collaborative effort of the entire staff; available resources; a choice of teaching strategies; and a continuum of services. Anticipated outcomes include increased acquisition of the core curriculum by a greater number of students, a decrease in grade-level retention and the dropout rate, and increased success rate for transition to post-secondary education and/or employment. After an introduction and a statement of findings, the report presents 27 questions and answers about a unified system, followed by separate sections which cover: safeguards, funding, governance, core curriculum, personnel development, staffing, implementation, and evaluation. Each of these topics is presented in the form of identified issues and task force recommendations. Also included are a listing of the task force membership, 26 references, and a glossary of 16 terms. (DB)

Rustin, Lena
Assessment and Therapy Programme for Dysfluent Children. Manual, and Parent's Worbook, Children's Workbook and Assessment Booklet.
REPORT NO.- ISBN-0-88450-305-4
PUB DATE- 87
NOTE- 157p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($75.00 for complete kit consisting of manual, assessment booklets, parents' workbooks, children's workbooks, and audio cassette. Booklets come in sets of 5 and may be ordered separately; manual and audio cassette are not available separately).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Non-Print Media (100) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Modification; Clinical Diagnosis; *Educational Diagnosis; Elementary Secondary Education; *Intervention; Parent Counseling; Parent Education; *Parent Participation; Preschool Education; *Speech Therapy; *Stuttering

The purpose of this program is to simplify and objectify the process of data-gathering and behavior modification involved in diagnosing and treating stuttering and related dysfluency problems. Following an introduction, the assessment process is described; this involves a complete evaluation of the child's speech and language and an assessment of the family's lifestyle and environment. An intensive, 10-day intervention program is then presented, with daily therapeutic plans for both children's group sessions and parents' group sessions. The sessions emphasize brainstorming, therapeutic games, problem solving, discussions, parent/child agreements, and homework. To ensure maintenance of fluency, follow-up sessions are proposed. Appendixes include discussion guidelines, games and exercises, and completed sample pages from the companion workbooks for parents and children. The original workbooks, and the Assessment Booklet, are also included with this document. The complete program package also includes an audiocassette giving examples of fluency techniques. (PB)

ED 314 910 EC 222 070

Raack, Catherine B.

reasonably be expected to accomplish such goals as increasing the retention rate of promising beginning teachers and screening out the least promising teachers but cannot be expected to overcome major problems in the school context such as misplacements, overloads, or overcrowded classes. Forty-four references are cited. An attached bibliography on entry year induction programs and practices lists about 70 references dated from 1977 through 1988. (DB)

ED 314 924 EC 222 084

McKnab, Paul
Attrition of Special Education Personnel in Kansas. Information on Personnel Supply and Demand.
National Clearinghouse for Professions in Special Education, Reston, VA.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 19p.; Prepared by the Supply/Demand Analysis Center.
GRANT- G0087C3053-88
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *Disabilities; Elementary Secondary Education; *Faculty Mobility; *Special Education Teachers; Statewide Planning; Statistical Data; Teacher Persistence; *Trend Analysis
IDENTIFIERS- *Kansas

Analysis of data from the Kansas State Department of Education indicated an attrition rate of about 15% for special educators in the late 1970's and early 1980's which has decreased since 1986 to about 10%. The detailed data are presented in the form of 13 tables which cover: personnel vacancies at the beginning of school years (1980-1988); special education personnel attrition totals for 1977-1988 by area of specialization; annual special education attrition rates 1977 to 1988; special education personnel attrition 1988 by area of specialization, special education personnel attrition 1986 to 1988 by area, special education personnel attrition for those with teaching as a primary responsibility by area of specialization for 1988 and 1986-1988; attrition of support personnel for 1988 and 1986-1988; attrition for 1988 by level of policymakers can all contribute to improving educational and employment preparation and services to LEP youth. (MSE)

ED 314 937 FL 018 279

Kitao, S. Kathleen

Reading, Schema Theory and Second Language Learners.

PUB DATE- 89

NOTE- 98p.

AVAILABLE FROM- Eichosha Shinsha Co., Ltd., Kusaka Bldg., 2-28 Kanda Jimbo-cho, Chiyoda-ku, Tokyo 101, Japan.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Books (010)

DESCRIPTORS- Classroom Research; *English (Second Language); *Learning Theories; *Prior Learning; *Reading Comprehension; Reading Instruction; Reading Research; Research Methodology; Research Needs; Second Language Learning

IDENTIFIERS- *Schema Theory

A discussion of schema theory as it relates to the learning of English as a Second Language reviews related research and its implications for classroom instruction. The first section looks at schema theory in general and content schemata in particular, focusing on how they affect reading comprehension. Studies of non-native speakers, schema theory, and reading are reviewed, and some English classroom applications of what is known about schemata are recommended. A study using intermediate and advanced non-native speakers of English from East Asia is reported. The results of this study indicated that second-language readers, particularly those with intermediate reading proficiency, make use of prior knowledge in reading to compensate for inadequacies in proficiency and depend on content vocabulary in combination with prior knowledge to achieve comprehension. The discussion concludes with implications for the second-language classroom and recommendations for future research. It is recommended that teachers be aware of the prior knowledge required for the reading passages used in the classroom, and that additional classroom research addressing this issue be undertaken. (MSE)

Syracuse Univ., N.Y. Publications Program in Continuing Education.
REPORT NO.- SUPCE-MSS-26
PUB DATE- Mar 83
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; Adult Programs; *Continuing Education; Educational Development; Educational Research; Educational Technology; Educational Trends; *Publications; Teaching Methods
IDENTIFIERS- *Syracuse Univ Publications in Continuing Educ NY

This document is a complete list of Syracuse University Publications in Continuing Education (SUPCE). Publications are categorized under 16 headings: Notes and Essays and Reports Series in Continuing Education for Adults; Occasional Papers Series; Landmark and New Horizons Series; William Pearson Tolley Medal Series; Papers on Adult Education, University College Publications (Blue Books); American Foundation for Continuing Education; Fund for Adult Education Series; ERIC Clearinghouse on Adult Education; Single Publications; MSS Series; Clearinghouse of Resources for Educators of Adults (CREA); Syracuse University Related Publications; Library of Continuing Education at Syracuse University; Syracuse University Centennial Series; Distributing Agent; and Reprints (CSLEA). The title and author of each publication is followed by four columns. These columns represent the following as applicable: Syracuse University Archives call number; Library of Congress call number as denoted in the Ernest S. Bird Library at Syracuse University; ERIC Document Reproduction Service number; and holdings in the collection of Alexander N. Charters. (YLB)

ED 314 553 CE 052 258

Proceedings of the Symposium on Training of Nuclear Facility Personnel (8th, Gatlinburg, Tennessee, April 24-27, 1989).
American Nuclear Society, Hinsdale, Ill.; Oak Ridge National Lab., Tenn.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Apr 89
NOTE- 637p.
CONTRACT- DE-AC05-84OR21400
AVAILABLE FROM- National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161 (CONF-890470: Printed copy-A99,

communication, math, and science skills covered. Also listed are the expected student outcomes. The nine units are: orientation; design project formation; mechanical drafting skills; space planning skills; utilization of design elements; application of historic concepts; application of structural concepts; project management; business and professional skills development; and project-based experience. (KC)

ED 314 565 CE 053 155

Vassallo, Thomas
Commercial Art. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 142p.; For related documents, see CE 053 146-174. Small, light type may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Art Materials; Basic Skills; *Commercial Art; Communication Skills; *Competency Based Education; *Freehand Drawing; Graphic Arts; Integrated Curriculum; Mathematics Skills; Occupational Information; Science Instruction; Secondary Education; Vocational Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the commercial art program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the

orientation; safety; hand tools; structure of matter; basic electronics; digital electronics; test instruments; computers and PECs; and fluid power systems (hydraulics and pneumatics). (CML)

ED 314 578 CE 053 168

Sharkey, Jeff
Design Drafting. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 182p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Building Design; Building Plans; Buildings; Building Systems; Communication Skills; *Competency Based Education; *Construction Industry; *Designers; *Drafting; Integrated Curriculum; Mathematics Skills; Science Instruction; Secondary Education; Shop Curriculum; Skilled Occupations; Trade and Industrial Education
IDENTIFIERS- Computer Assisted Design

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the design drafting program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theory and basic skills covered. Also listed are the expected student outcomes. The 13 instructional units included are: orientation; technical drawing; engineering working drawings; residential design; residential construction;

themselves and their students. (Includes 16 references, 10 tables, and the two instruments.) (KC)

ED 314 591 CE 053 910

Technology, Public Policy, and the Changing Structure of American Agriculture. Summary.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-F-286
PUB DATE- Mar 86
NOTE- 42p.; Light brown ink, with poor contrast.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Agribusiness; *Agricultural Production; *Agricultural Trends; Conservation (Environment); Economic Change; Economics; *Farmers; Financial Policy; Financial Problems; *Futures (of Society); Natural Resources; Policy Formation; *Public Policy; Research Needs; Rural Environment; Rural Extension; Structural Unemployment; *Technological Advancement

Researched by the Office of Technology Assistance in response to a number of Congressional committees, this summary report addresses the long-term issues that technology and certain other factors will have on U.S. agriculture during the remainder of this century. It focuses on the relationship of technology to the following: (1) agricultural production; (2) structural change; (3) rural communities; (4) the environment and natural resource base; (5) finance and credit; (6) research and extension; and (7) public policy. The assessment identifies many benefits that new technologies will create, but also cautions that these benefits will exact substantial costs in potential adjustment problems without policy changes. It suggests that careful analysis, planning, and implementation of public policy is needed. (KC)

ED 314 592 CE 053 917

how community-based organizations can integrate writing into their programs; (8) worker education from historical, community-based, and union perspectives; and (9) future initiatives for community leadership, including professional development, institutional performance and student outcome evaluation, and program and institutional support. (CML)

ED 314 605 CE 053 952

Our European Neighbours. Vocational Training No. 2.
European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE- 89
NOTE- 69p.; Photographs and bar graphs (that have small, light type) will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Educational Policy; Education Work Relationship; Foreign Countries; *Job Training; *Labor Force Development; *Vocational Education
IDENTIFIERS- *Europe

This document addresses vocational training in European countries. The document contains the following articles: (1) "Dear Readers" (Ernst Piehl and Georges Dupont); (2) "Interview with Lord Plumb, President of the European Parliament" (Georges Dupont); "The European Community's 'Ostpolitik'" (Horst G. Krenzler); "Opening up to the East in the Field of Training" (Jan Rombouts); "Introduction" (Peter Grootings and Ernst Piehl); "Technical Vocational Training in the USSR" (W. W. Shapkin); "Social Expectations and Trends in the Development of Vocational Education in Poland" (Stanislav Kaczor); "Vocational Training in the German Democratic Republic" (Wolfgang Rudolph); "Vocational Education in Czechoslovakia" (Vaclav Rohlicek and Ivan Svanda); "New Technologies, Qualifications, and Vocational Training in Hungary" (Annamaria Hethy and Lajos Hethy); and "Vocational Training in Bulgaria" (Michael Stefanov). The document includes a section on information sources that contains an annotated list of about 50 publications and the names and addresses of relevant institutions and other organizations arranged by country. (CML)

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Sep 87
NOTE- 550p.; For related documents, see CE 053 980-990.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($30.55).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Communication Skills; *Competency Based Education; *Educational Diagnosis; Educational Objectives; Employment Potential; Interpersonal Competence; Junior High Schools; Mathematics Skills; *Occupational Information; *Special Needs Students; Study Skills; Vocational Aptitude; Vocational Education; Vocational Evaluation
IDENTIFIERS- *Missouri

This document contains materials teachers may use for informal assessment of Missouri seventh-grade special needs students' employability and study skills and for teaching within the existing curriculum those skills the students may lack. An introduction defines and lists employability and study skills and contains cross-references to assessment and curriculum materials. The second section contains the instruments for assessing students' skills in four component areas: communication, numerical, social, and work. Teacher worksheets, student worksheets or rating scales, and student assessment record forms are included, along with instructions on their use. The next four sections are instructional modules on, respectively, communication, numerical, social, and work skills. Each module consists of the following components: (1) task analysis sheets, which contain the sequential steps necessary for competence in a specific skill; (2) instructional directions, which suggest how to teach each step in the task analysis and include a list of resources needed; (3) student and teacher worksheets; and (4) student assessment record form. (CML)

ED 314 621 CE 053 980

Access Skills. Generic Informal Assessment Instruments and Checklist. Missouri LINC. Accessing Vocational Education.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of

five sections suggest what counseling and advocacy services vocational special needs counselors can offer, including communicating with students' parents, referring students for other services, and identifying at-risk students; how the counselors can develop programs, follow-up studies, and planning community-based training programs; how they can assess programs and services; how they can provide or facilitate help in students' career development and transition to work; and how the counselors can successfully conduct meetings and cultivate contacts valuable to their programs. The next section makes suggestions regarding counselors responsibilities at the postsecondary level. Each section includes an overview, content in question-and-answer format, and a resource list. The document concludes with a glossary and a 18-item bibliography. (CML)

ED 314 632 CE 053 991

Flora, Pat T.
Vocational Education's Role in Dropout Prevention and Recovery. A Guide for Secondary Vocational Administrators, Teachers, and Counselors.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- May 89
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Persistence; Access to Education; Community Resources; *Dropout Prevention; *Dropout Programs; *Dropouts; *High Risk Students; *School Holding Power; Secondary Education; *Vocational Education
IDENTIFIERS- *South Carolina

This guide is intended to encourage South Carolina secondary vocational education administrators, teachers, and counselors to implement programs designed to keep potential dropouts in school and recover those who leave school prematurely, as well as to provide those educators with research findings relevant to such activities. Following an introduction that describes the magnitude of the nation's and South Carolina's dropout problem, chapter 2 states a philosophical base for vocational education's role in dropout prevention and recovery. Chapter 3 describes

PUB DATE- May 89
NOTE- 18p.
AVAILABLE FROM- Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England (1.25 plus shipping).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Education; *Community Education; *Educational Administration; *Educational Legislation; Educational Policy; Extension Education; Foreign Countries; *Government School Relationship
IDENTIFIERS- *Education Reform Act 1988 (England)

This document, one of a series of British occasional papers on adult basic education, provides a variety of views on the British Education Reform Act (ERA) of 1988. The papers and their authors are "A Chief Education Officer's View of the Education Reform Act" (Michael Garnett); "Basic Education--Some Reflections" (Tom Irwin); "ERA--Investment or Speculation?" (Sally McKeown); "Towards a Community Education Strategy for Adults" (Ray Phillips); and "Basic Education for Adults Post ERA" (Elizabeth Weightman). (CML)

ED 314 646 CE 054 060

Vaughan, Judy
Assessing Reading. Using Cloze Procedure To Assess Reading Skills. Packet and Handbook.
Adult Literacy and Basic Skills Unit, London (England).
REPORT NO.- ISBN-1-870741-04-8
PUB DATE- 84
NOTE- 70p.
AVAILABLE FROM- Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England (4 pounds).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; *Cloze Procedure; Content Area Reading; *Functional Literacy; *Literacy Education; Readability; *Reading Diagnosis; Text Structure
IDENTIFIERS- *Workplace Literacy

These instructor's materials consist of a handbook directed to the

ED 314 659   CG 022 192

Louw, Anet E.
The Effect of Maternal Employment on the Adolescent Daughter.
PUB DATE- Jun 89
NOTE- 16p.; Paper presented at the Annual Meeting of the International Council of Psychologists (47th, Halifax, Nova Scotia, Canada, June 2-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; Career Choice; College Freshmen; *Daughters; *Employed Parents; Foreign Countries; Higher Education; Intelligence; *Mothers; Motivation; *Parent Chil Relationship; Personality Traits; Student Attitudes
IDENTIFIERS- *South Africa

While most studies indicate a positive influence of the working mother on adolescent daughters, relatively little research on the effects of maternal employment has been done in South Africa. This study was conducted to determine whether there are differences between South African adolescent daughters of working mothers and non-working mothers in terms of intelligence and academic performance, work motivation and study orientation, personality and adjustment, interests and career choices, mother-daughter relationships, and attitudes toward maternal employment. Data were obtained from first-year female college students with working mothers (N=91) or non-working mothers (N=48). Subjects completed the Senior Aptitude Test; the Survey of Study Habits and Attitudes; the 19 Field Interest Inventory; the Personal, Home, Social, and Formal Relations Questionnaire; portions of the Thematic Apperception Test; and a Biographical Questionnaire. No significant differences could be found in any of the measures between daughters of working mothers and daughters of non-working mothers. (NB)

ED 314 660   CG 022 193

Gysbers, Norman C.; And Others
Comprehensive Guidance Programs That Work.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Child Welfare; Coping; Early Childhood Education; Ethnicity; Foreign Countries; *Parent Child Relationship; *Parent Education; *Parenting Skills; *Parent Materials; Program Descriptions; Stress Management
IDENTIFIERS- Alberta

This resource inventory is for the use of parent groups and others who are concerned with parent education and support services. The inventory contains the titles of articles, copies of which are available through the Alberta Education Response Centre. The articles and publications listed cover a wide range of topics related to child development and child rearing, grouped under the following subheadings: Abuse, Adoption, Advocacy, Aggression, Bias and Stereotyping, Communication, Computer Technology, Coping Skills/Stress in Children, Creativity, Developmental Skills and Stages, Early Childhood Programs, English as a Second Language, Exceptional Children, Independence/Self-Help, Moral and Social Development, Parent Involvement, Parenting Skills, Play and Playgrounds, Reading and Literature, Safety/Health, Self Concept, and Television/ Advertising. (TE)

ED 314 676 CG 022 211

Lee, Sylvia; And Others
Keep Youth in School: A Community Based Practice Model To Keep At Risk Youth in School. Final Report.
Catholic Univ. of America, Washington, D.C.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Nov 89
NOTE- 127p.
GRANT- 90-CW-0805
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Adolescents; *Child Welfare; College School Cooperation; Elementary Secondary Education; *Foster Children; *High Risk Students; Job Training; Mentors; *Minority Groups; Peer Teaching; Program Evaluation; Social Support Groups
IDENTIFIERS- Catholic University of America DC; District of Columbia; *Keep Youth In School Project

In 1986, the Keep Youth in School Project, a joint venture of the Catholic University of America, the Family and Child Services of Washington, D.C., the District of Columbia Department of Human

ED 314 691 CG 022 227

Boisso, Cynthia V.; And Others
Psychological Characteristics of Adolescent Males Who Have Been Sexually Abused.
PUB DATE- 13 Aug 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Abuse; High School Students; Junior High School Students; *Males; *Psychological Characteristics; Secondary Education; *Sex Differences; *Sexual Abuse; Victims of Crime

While female victims of sexual abuse have received increased attention, male victims continue to be overlooked. Recognition of effects of sexual abuse has been an important step in increasing identification of and treatment for victims of abuse. To assess the characteristics of male victims, sexually abused male (N=13) and female (N=16) adolescents were compared with a contrast group of junior and senior high school students (N=35). Subjects completed psychometric tests assessing clinical syndromes along with subjects' drive or need levels on various characteristics. Compared with the contrast group, sexually abused adolescents perceived life to be more meaningless, perceived less control over their lives, experienced more depression, lacked self-efficacy, and reported less trust of others, among other characteristics. Importantly, few differences were found between male and female abused adolescents, suggesting that the experience and consequences of abuse may not be significantly different for males and females. There clearly is a need for more extensive research to examine the potential differences between sexually abuse males and females. The course of treatment may be different for males and females since males will express their distress differently, with males being more external and females more internal. (Author/ABL)

a noncomparative paradigm, can have important consequences for developing a general theory in the social and behavioral sciences. Examples from contemporary research are used to illustrate this point. It is proposed that these examples may provide a prototype for the type of theorizing and research using race, ethnicity, and gender that will be more pluralistic, expand social science concepts, measures, and approaches, and lead to theories of human development and aging that may be more universal. Thirty-one references are attached. (Author/TE)

ED 314 708 CG 022 245

Purkey, William W.; And Others
Invitational Learning for Counseling and Development.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-56109-002-6
PUB DATE- 90
NOTE- 137p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($16.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Behavior Theories; *Counseling Theories; Educational Objectives; *Educational Practices; *Educational Theories; Elementary Secondary Education; Foundations of Education; Guidance Objectives; Higher Education; Learning Motivation; Learning Theories; *Models; Program Descriptions; Reinforcement; Teacher Response; Values
IDENTIFIERS- *Invitational Education

This monograph describes the theory and practice of the invitational learning model as it applies to school counseling and development. Invitational learning is a paradigm for personal and professional functioning, and for organizational restructuring, based on four values regarding the nature of people and their potential and the nature of professional helping: respect, trust, College Level" (Patricia K. Smith); (13) "Toward a Caring Reading Curriculum" (Timothy V. Rasinski); (14) "A Historical Perspective on Remedial Reading" (George S. Spache); (15) "Translating Knowledge into Practice: No Teacher, No Method, No Guru" (William Blanton and others); (16) "Three Apocalyptic Horsemen" (Wayne Otto); (17) "Developing Professional Teachers: Encouraging Change and Inquiry" (Bernard L. Hayes); (18) "Caution! Constraints on Translating Research into Practice" (Kay Camperell); and (19) "Developing a Tolerance for Ambiguity" (Mary F. Heller). (MG)

ED 314 723 CS 009 902

Garcia, Georgia Earnest; Pearson, P. David
Modifying Reading Instruction to Maximize Its Effectiveness for All Students. Technical Report No. 489.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 23p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; High Risk Students; Instructional Design; Instructional Effectiveness; *Instructional Improvement; Models; Prior Learning; *Reading Comprehension; *Reading Instruction; *Reading Strategies; Whole Language Approach
IDENTIFIERS- Direct Instruction

This report discusses how reading instruction should be modified to facilitate the development of comprehension strategies in all children (including those labeled as "at-risk" or "disadvantaged"). Current theoretical views of reading comprehension do not support a discrete skills perspective, but classroom research has documented the influence of basal reading programs on elementary reading instruction. Current views of reading suggest that readers are involved in a recursive search for meaning in which they deploy their own knowledge in concert with perceptions from the text and context to create a dynamic interpretation. In the search for an appropriate instructional model, four delivery models were reviewed: direct instruction, explicit instruction, cognitive apprenticeship, and whole language; none, however, were found

101 Ideas to Help Your Child Learn To Read and Write.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-13-6
PUB DATE- 89
NOTE- 52p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Early Childhood Education; *Family Environment; *Learning Activities; *Parent Child Relationship; Parent Participation; *Parents as Teachers; *Reading Attitudes; Young Children
IDENTIFIERS- *Emergent Literacy; Reading Motivation; *Writing Attitudes

Based on the idea that parents are the first and most important teachers of their children's literacy, this booklet offers 101 practical and fun-to-do activities that children and parents can do together. The activities in the booklet are organized to fit the way parents tend to think about their time with their children: in the nursery; at bedtime; on the road; and watching television. The booklet also includes a list of additional resources that will interest parents. (NKA)

ED 314 738 CS 009 918

Swanson, Charles H.
The Power of a Name.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); Communication Research; Curriculum Development; Daily Living Skills; Elementary Secondary Education; *Interpersonal Communication; *Listening Comprehension; *Listening Skills; Psychological Characteristics;

ED 314 751 CS 212 190

Report of the Eleventh-Grade High School Proficiency Test Writing Skills Development Committee.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Jun 89
NOTE- 20p.; For related documents, see CS 009 914 and SE 051 186.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; *Grade 11; High Schools; Minimum Competency Testing; *Revision (Written Composition); Skill Development; Test Construction; Test Format; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- *New Jersey

The Writing Skills Committee of the New Jersey Department of Education determined that the Eleventh-Grade High School Proficiency Test (HSPT) writing test should be based on contemporary discourse theory that is process oriented and is firmly rooted in real world application of students' skill and knowledge as writers. The committee identified two skill clusters that require students to demonstrate competency as writers: (1) constructing meaning by writing an essay; and (2) reconstructing meaning by revising and editing the written text of another writer. During the 1989-90 school year, reading, mathematics, and writing committees will develop sample test items and specifications. Three years of "due notice" testing will begin in 1990-91, and the first test required for graduation will be administered in December 1993. (Thirty-four references and appendixes containing lists of the members of the writing skills committee and of reviewers of the proposed writing skills are attached.) (RS)

ED 314 752 CS 212 191

Walker, Bernard A., Ed.; Klein, Dorothy, Ed.
RCT English Writing Practice: Student Study Text.
New York City Board of Education, Brooklyn, NY. Div. of Computer

ED 314 765 CS 506 900

Cappella, Joseph N.
The Origins of Human Interaction. The Van Zelst Lecture in Communication.
Northwestern Univ., Evanston, Ill. School of Speech.
PUB DATE- May 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Biological Influences; *Communication Research; Emotional Response; Human Relations; *Interaction; *Interpersonal Relationship; Speeches

In the field of communication studies the preeminent forms of explanation of human behavior have been the social and psychological, but biological origins may be as important to understanding human communication as are social origins. Communication research suggests a biological basis for certain patterns of adult interaction. Although these patterns of interaction do not exhaust all or even the most important aspects of human interaction, there is ample evidence that they are functionally important to the adult and to the infant-adult relationship. The patterns of interaction may even be the mechanism for defining caretaker-infant bonding. An appreciation of the intricate relationship between social and biological behavior and the common biological bases of human communication is one result of looking for the biological sources of ultimate causation for patterns of human communication. The emphasis on learning, culture, and socialization, the emphasis on higher-level cognitive processes and on highly deliberate linguistic exchanges have had a central place in the study of human communication. But it is time to recognize that part of what makes communication human is its biological commonness across peoples and even species. (One hundred-and-two references are attached.) (RS)

ED 314 766 CS 506 914

Windt, Theodore Otto, Jr.

ED 314 779 CS 506 993

Woolsey, Mark; And Others
The Diffusion of Debate to China.
PUB DATE- Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Debate; Foreign Countries; Higher Education; International Cooperation; *International Educational Exchange; Persuasive Discourse; *Public Speaking; Student Exchange Programs; Verbal Communication
IDENTIFIERS- California State University Northridge; *China; *Debate Tournaments; International Communication

The idea of establishing some form of exchange among student debaters from the United States and the People's Republic of China (PRC) grew out of the participation of California State University (CSU) (Northridge) in the 1987 debates in Montreal between American and Canadian universities. Since CSU Northridge was in the process of expanding its academic relationships with universities in the PRC, training in argumentation and debate appeared to offer a unique opportunity to contribute further to Chinese education. A tournament was scheduled for January 1989. The setting provided for each team to debate once on the affirmative and once on the negative in non-decision encounters. After the conclusion of all the debates the American judges met to select the top four Chinese teams and top four individual Chinese debaters. The Chinese critics similarly selected the American award winners. Factors which may limit the diffusion of debate in China include the expense of hosting a tournament, politically sensitive issues, the highly conservative personality of the Chinese, and the weak networks of communication between some universities. It seems probable that the diffusion of both debate and democracy will go hand-in-hand. (MG)

ED 314 780 CS 506 994

Schrader, David
Toward a Conceptual Refinement of Interpersonal Communication Competence: An Analysis of Subjects' Conceptions of Adept and Inept Communicators.
PUB DATE- May 89
NOTE- 52p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; *Communication Skills; Discriminant Analysis; Evaluation Methods; Higher Education; *Interpersonal Communication; *Interpersonal Competence; Measurement Techniques; Models
IDENTIFIERS- *Communication Competencies; Communication Indicators

A study examined the concept of interpersonal communication competence in order to construct a more refined instrument than those currently used to measure competence. Using 70 items drawn from several existing measures of competence, 660 volunteer subjects from undergraduate communication courses at a large midwestern university provided their conception of adept and inept communicators, defined respectively as the best and worst communicators they know. Direct and multiple step-wise discriminant analyses were performed to determine the extent to which these items best discriminated between subjects' conceptions of adept and inept communicators, and to determine which of the 70 items best discriminated between these conceptions. Canonical discriminant functions revealed that the subjects clearly distinguished between adept and inept communicators. Classification results revealed that nearly 97% of the cases were classified correctly. Results of the multiple step-wise discriminant analysis indicated that 39 of the 70 items best discriminated between these conceptions. Further steps in instrument development are discussed, and a theoretical foundation for interpersonal communication competence is presented. (Four tables of data are included; 44 references are attached.) (Author/KEH)

ED 314 794 CS 507 014

PUB DATE- Nov 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Communication Research; Communication Skills; *Intervention; Organizational Change; Organizational Climate; *Organizational Communication; *Participative Decision Making; Power Structure; Work Environment
IDENTIFIERS- *Communication Strategies; *Organizational Culture; Pacific Northwest

A study examined organizational culture change to determine the effectiveness of a communication based intervention program to increase productivity and motivation. The cultural change was measured through a triangulation approach combining questionnaires, interview data and direct observation. Pre- and post-intervention data were obtained in the two-year study from 243 employees of a governmental organization in the Pacific Northwest. A representative sample was interviewed and subjects completed the Organizational Culture Scale, which provides quantitative data in teamwork/conflict, supervision, involvement, climate/morale, information flow, and meetings. Additionally, subjects were directly observed in the work context. Results revealed that the organization changed significantly with regard to information flow, involvement, climate/morale, and meetings. Findings suggest that the aspects of intervention which seem to have the greatest input on culture change are communication skills training for the entire organization, involvement in decision making, and establishment of task teams. (Four tables and two figures of data are included; 47 references and three appendixes containing the organizational culture scale, operational definitions and coding decision rules are attached.) (KEH)

ED 314 809   CS 507 041

Flint, Lyle; Dowling, Ralph E.
An Empirical Analysis of the Argumentativeness Scale: The Issue of Issues.
PUB DATE- Sep 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Central

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Learning; *Aging in Academia; Developmental Stages; Elementary Secondary Education; *Middle Aged Adults; *Professional Development; *Self Evaluation (Individuals); Teacher Effectiveness; Teacher Evaluation; *Teacher Persistence
IDENTIFIERS- *Reflective Thinking

According to recent research findings, the average teacher age continues to rise, with middle-aged teachers now dominating school staff. Although the literature deals with teacher evaluation, managing incompetent teachers, and documenting teachers for dismissal, there is little information about teachers who are reluctant to learn and grow. This "Bulletin," based on a 2-year study, attempts to explain why some middle-aged teachers continue to grow and others do not. Chapter 1 profiles a reluctant teacher, defines the term, and outlines five research questions concerned with adult developmental stages, learner styles, attitudes, behavior change, personality types, the value of self-evaluation, and the role of past circumstances in shaping behavior and attitudes. Chapter 2 summarizes literature on adult developmental styles, adults as learners, staff development, and teacher change as a framework for viewing reluctant teachers. Chapter 3 highlights the study's findings. Awareness of adult developmental stages did not significantly influence teachers' receptivity to change, nor did transitional periods offer growth-producing activities. The learner characteristics of growth-seeking teachers differed from those of reluctant teachers regarding persistence, motivations, authority-oriented learning, and structure. Self-assessment confirmed what teachers already knew about themselves and did not provide new insights. Teachers' attitudes toward collegial relationships, curricular changes, district mandates, and their personal growth determined their growth-seeking behavior. Recommendations and researcher reactions are provided. (53 references) (MLH)

ED 314 824 EA 021 474

Clouse, R. Wilburn
A Review of Educational Role Theory: A Teaching Guide for Administrative Theory.
PUB DATE- Oct 89
NOTE- 80p.

checklists, forms, and specialized information sheets, this 1989-90 edition of the manual also defines the rules and requirements associated with the J-380/J-580, identifies the appropriate program cost categories for reporting purposes, and outlines training methods for effective manual use. Program cost data, like those contained within the J-380, are becoming increasingly important to local districts due to both the educational reforms that call for increased educational accountability and to the new effort to collect the average costs of operating each school within a district. (KM)

ED 314 837 EA 021 526

Some Points To Make When You Talk About the Summit.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-150-2
PUB DATE- 90
NOTE- 25p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00290; $2.75; quantity discounts). quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Dropout Rate; Drug Abuse; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Excellence in Education; *High Risk Students; *Literacy Education; Pamphlets; *Role of Education; *School Restructuring
IDENTIFIERS- Education Summit; National Governors Association

In September, 1989, the President and the nation's governors held what they called an "Education Summit" in Charlottesville, Virginia. They declared that they would establish national goals for education. Following the summit, a communique was issued listing goals in seven areas: (1) the readiness of children to start school; (2) performance of students on international achievement tests, especially math and science; (3) reduction of the dropout rate and improvement of academic performance, especially among at-risk students; (4) functional literacy of adult Americans; (5) level of training necessary to guarantee a competitive work force; (6) supply of qualified teachers and up-to-date technology; and (7) safe, disciplined and drug-free schools. Four broader context issues addressed in the summit

ED 314 852 EA 021 549

Indoor Air Quality Management Program.
Anne Arundel County Public Schools, Annapolis, Md.
PUB DATE- Apr 89
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Air Pollution; Asbestos; *Educational Environment; Elementary Secondary Education; *Environmental Standards; Health Conditions; *Program Design; Program Development; Program Guides; Roofing; Tobacco
IDENTIFIERS- *Anne Arundel County Public Schools MD; Indoor Air Quality

In an effort to provide Indoor Air Quality (IAQ) management guidance, Anne Arundel County Public Schools was selected by the Maryland State Department of Education to develop a program that could be used by other school systems. A major goal was to produce a handbook that was "user friendly." Hence, its contents are a mix of history, philosophy, source reference, and "cook book" on how pollutants or thermal comfort affect the IAQ of schools. The guide is divided into nine sections dealing with the following topics: (1) communications and public relations; (2) historic review; (3) classifying indoor air quality problems; (4) planning and design; (5) leased buildings; (6) training, education, and information; (7) investigation of an indoor air quality problem; (8) building inspections; and (9) building maintenance and operation. Descriptions of 11 indoor air quality problems are appended: asbestos, tobacco products, radon, formaldehyde, volatile organic compounds (carbon monoxide and carbon dioxide), bio-aerosols, blood and body fluid spills, paint, design standards, and roofing. An information supplement is also appended. (SI)

ED 314 853 EA 021 552

addresses of program contacts are also provided. (MLH)

ED 314 866 EA 021 608

Stanton, Barbara Hadley
Trustee Handbook. Sixth Edition.
National Association of Independent Schools, Boston, Mass.
REPORT NO.- ISBN-0-934338-70-1
PUB DATE- 89
NOTE- 88p.
AVAILABLE FROM- Publication Sales, National Association of Independent Schools, 75 Federal Street, Boston, MA 02110 ($16.00 plus $1.50 handling charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board Candidates; *Board of Education Policy; *Boards of Education; *Educational Administration; Elementary Secondary Education; Instructional Leadership; *Private Schools; School Administration; Superintendents; *Trustees

The organization and responsibilities of trustees of independent schools has changed and increased greatly over the last decade. The first chapter gives a summary of independent school trusteeship that may aid in the orientation of new trustees. The five concepts of trusteeship are discussed: ethos, change, partnership, leadership, and volunteer service. Chapter 2 breaks down the board organization and describes the duties of officers and committees, particularly, board size, board composition, board meetings, and trustee selection, orientation, and evaluation. The third chapter describes the board's responsibility for the establishment of the school's mission, formation of board policy, assessment of the school's performance, financial management, and development and fund raising activities. Chapter 4 focuses on the role of the head of the school and the relationship between board and head. Chapter 5 deals with the search process made by the board in the selection of the new head of school. Sample board chair and head evaluation forms are appended. (SI) between 1961 and 1987. (JDD)

ED 314 882 EC 222 021

Loveland, Katherine A.; And Others
Narrative Story-Telling in Autism and Down Syndrome.
SPONS. AGENCY- National Inst. of Neurological and Communicative Disorders and Stroke (NIH), Bethesda, Md.
PUB DATE- 89
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
GRANT- NINCDS-5-R01-NS23658
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Body Language; *Communication Skills; Comparative Analysis; *Downs Syndrome; Language Patterns; Listening Comprehension; *Pragmatics; *Recall (Psychology); Story Grammar; *Story Telling

Sixteen subjects with autism and 16 with Down Syndrome (aged 5 to 27), matched on verbal mental age, watched a short puppet show or video skit and were then asked to tell the story to a listener and answer follow-up questions. The majority of both groups were able to produce recognizable, though primitive, narratives. The groups did not differ in general story characteristics, and both groups exhibited errors in language use. Subjects with autism had a greater tendency to produce bizarre language and adapt an "externalized" point of view in which the puppets/actors were seen as objects rather than characters. Down syndrome subjects produced significantly more communicative gesture. Although the groups were about equally able to supply information for follow-up questions, autistic subjects produced a higher proportion of bizarre responses. These responses were considered to be a manifestation of the pragmatic deficits exhibited by autistic subjects. Results indicate that the story recall ability of autistic subjects resembles that of language-matched mentally retarded persons. However, autistic subjects had more difficulty grasping the story as a representation of meaningful events. Results are discussed in relation to the autistic person's awareness of listener's needs and aspects of the social environment. (Author/JDD)

ED 314 896 EC 222 054

The Least Restrictive Environment Task Force Report.
California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Sep 88
NOTE- 42p.; For other reports in this series, see EC 222 053-056.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Ancillary School Services; *Delivery Systems; *Disabilities; *Educational Policy; Elementary Secondary Education; Incidence; *Mainstreaming; Normalization (Handicapped); Parent School Relationship; *Regular and Special Education Relationship; *State Standards; Teacher Certification
IDENTIFIERS- *California

The report summarizes activities and findings of a California Task Force on Least Restrictive Environment (LRE) for students with disabilities. The Task Force solicited input from various professionals and agencies regarding implementation of the newly adopted (1986) state policy on LRE, current practices and programs which impact LRE policy, and ways the State Department of Education can increase the number and quality of LRE options. Introductory information reviews the Task Force mission and background. Seven general observations are then made, among which are that noticeable change has occurred throughout the state since adoption of the LRE policy statement and that understanding and implementation of integration vary considerably across the state. The section on methodology identifies the seven subcommittees which dealt with such issues as site administration, parent involvement, deaf and hard of hearing, and teacher credentialing. The longest section presents a summary of the 51 recommendations of the Task Force, divided into five major sections: (1) administration issues (including finance, facilities, and planning and training); (2) parent issues; (3) related services issues; (4) low incidence population issues; (5) and teacher credentialing issues. Also included is the text of the LRE Policy Statement and a listing of the Task Force membership. (DB)

EXCELL: Experiences in Context for Early Language Learning.
REPORT NO.- ISBN-0-88450-372-0
PUB DATE- 89
NOTE- 179p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($19.95, Catalog No. 7592).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comprehension; *Disabilities; *Early Intervention; Infants; Interaction; *Language Acquisition; *Language Handicaps; Nonverbal Communication; Perception; Preschool Education; Sensory Experience; *Teaching Methods; Toddlers

This program focuses on therapeutic principles and methods for prelinguistic and early language learning, with the goals of increased cognitive functions and sensory awareness/interaction, expanded communicative repertoires, and increased caregiver interaction with the child through appropriate stimuli and assignment of communicative intent. The information presented is applicable to children who are developmentally delayed, sensory impaired, physically handicapped, severely learning disabled, mentally handicapped, neurologically impaired, orthopedically involved, autistic, neuralmuscular disordered, or environmentally deprived, in addition to infants and toddlers at risk and those with head trauma. Following an introductory chapter, chapters 2 and 3 discuss principles of early language learning and therapeutic intervention in prelinguistic children and the theoretical constructs of the language group paradigm. Chapter 4 provides examples for implementing the approximately 70 language group experiences presented in the rest of the book. These exercises include simple line drawing illustrations, sensory experiences, participatory activities, symbolic representations, and songs set to well-known tunes to foster familiarity with such language groups as fruits and vegetables, events, and objects, and individual members of these groups such as grapefruit, Halloween, and shoes. For each exercise, the context, content vocabulary, materials needed, activity preparation, and procedure are described. (PB)

ED 314 911 EC 222 071

Plourde, Lynn
More CLAS: Classroom Listening and Speaking. K-2.

instruction; attrition for 1988 by program type; personnel attrition by administrative organization plan for 1988 and 1986 to 1988; attrition by geographic region for 1988 and 1986 to 1988; special education attrition--urban compared with rural, totals for 1986-1988; and finally, a matrix showing attrition rates for special education personnel in 13 selected categories, 1977 to 1988. (DB)

ED 314 925 EC 222 085

Implementation of the Education of the Handicapped Act Public Law 94-142 , 1989. Eleventh Annual Report to Congress. Information on the Supply and Demand for Personnel: Excerpts. Reporting Data on the 1986-87 School Year. Information on Personnel Supply and Demand.

National Clearinghouse for Professions in Special Education, Reston, VA.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Sep 89

NOTE- 10p.; For the complete report, see ED 312 876. Prepared by the Supply/Demand Analysis Center. Tables may not reproduce well.

GRANT- G0087C305-88

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)
Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Needs Assessment; *Personnel Needs; *Special Education Teachers; Statistical Data; *Trend Analysis

IDENTIFIERS- *Education for All Handicapped Children Act

This paper concerns the supply and demand for special education personnel for the 1986-87 school year. Obtaining valid, reliable, and comparable data on all the elements that generated personnel need was not possible. Single indicators were most commonly used to obtain data for planning by states, school districts, universities, and the Federal Government, although efforts were underway to identify and analyze the multiple factors affecting supply. Summarized data from the report are presented concerning personnel employed (1986-87), personnel needed (1986-87), and examination of Office of Special Education Programs personnel-needed data. Five tables taken from the complete report detail: (1) number,

ED 314 938 FL 018 280

Garcia, Nasario
Teaching Hispanic Culture Using Spanish First-Names.
PUB DATE- Aug 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (San Antonio, TX, August 10-14, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cultural Education; Definitions; *Folk Culture; *Hispanic American Culture; Religion; Second Language Instruction; Sex Differences; Social Change; *Social Values; *Spanish
IDENTIFIERS- *Names; New Mexico (Guadalupe)

A discussion of the use of Spanish first names as a tool for teaching Hispanic culture first looks at a survey of names existing in a small New Mexican town in the 1880s and examines the usefulness of this information in classroom teaching. The frequency, definitions, and cultural implications of male, female, and double-gender names are outlined: names having religious meaning; those characterizing personal demeanor or disposition; names denoting virtue, war-like characteristics, physical characteristics, or aspects of nature or animals; and miscellaneous names. The information about age or social traditions available in first names is discussed. The relative lack of nicknames or shortened forms is also noted as an indicator of social values. It is proposed that: Spanish first names are ideally suited for the study of civilization, oral literature, and folklore classes; religious first names reflect the importance of religion in Hispanic communities; double-gender names show the importance of the baptismal ritual and of the loyalty inherent in the parent/godparent relationship; Spanish first names give insight to some behaviors and trends; and names should be discussed in the classroom whenever appropriate. (MSE)

ED 314 939 FL 018 281

microfiche-A01).
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Certification; Competency Based Education; Computer Assisted Instruction; *Job Training; *Nuclear Energy; Nuclear Power Plants; *Nuclear Power Plant Technicians; Nuclear Technology; Postsecondary Education; *Quality Control; Team Teaching; *Technical Education

Education-related titles among the 56 papers are "Panel Discussion: Plant Expectation of Training" (Sellman, Zach, Cross); "Managing Training AT&T" (Solomon); "Training Management Systems" (Waylett); "Managing the Training Function" (Wiggin); "Training Management" (Newton); Three Alternative Simulation Systems for Training Nuclear Power Plant Personnel" (Roman, Hine, Yeh); "Simulator Instructor Training" (Swander); "Panel Discussion: A New Performance-Based Exam Program for Licensed Reactor Operators" (Cooley, Guenther, Tipton); "Team Skills Training" (Coe, Carl, Jr.); "Lessons Learned from Three Years of Operator Team Skills Training" (Harrington); "Frustration, Challenge, and Victory of Team Building" (Brown); "Developing a Systematic Approach to Team Training for Emergency Response Personnel" (Derrer); "Relating Quality at Work to Quality at Home" (Hajek, Billings); "Changing Organizational Cultures" (Widen, Cowell); "Performance-Based Training for Quality Surveillance Personnel" (Edelman); "Application of Quality Principles to Training of Quality Assurance Audit Personnel" (Glasses, Espy); "Personnel Development Program" (Patrilla, Holden); "Using Computer-Based Training to Facilitate Radiation Protection Review" (Abercrombie, Copenhaver); "Computer-Based Training State of Art System" (McCauley, Weseman); "Indoctrination: Using Interactive Video to Teach Attitudes and Knowledge in General Employee Training" (Smigelski); "Managing Instructor Training to Achieve Excellence" (Norton); "Management of Training" (Mooney, III); "Use of Statistics to Monitor Quality in Training" (Helin, Gardner); "Feasibility of Quantitative Performance Measures for Evaluating Nuclear Power Plant Operators" (Carter, Connelly, Krois); "Adult Learning Techniques in Maintenance Training" (Roush); "Role of Environmental Qualification Training in Nuclear Plant Maintenance" (Krantz); "Evolution of Technician and Maintenance Training" (Clifton); "Radiation Monitoring Training System" (Boudreaux); "Motivation Is an Attitude" (Mannering); "Evaluating Learning Strategies in Operator Training Programs" (Quinlan); "Development and Implementation of Quality Based Team and Diagnostic Skills Training at the Advanced Test Reactor" (Peterson); "Degree Education, On-Site, On-Line, and On-Time" (Mueller, Janke, Fisher); "Developing a Performance-Based Retraining Program for the Advanced Test Reactor (ART) Reactor communication, math, and science skills covered. Also listed are the expected student outcomes. The 19 units are: orientation; classroom safety; commercial art theory; basic drawing; tools; measurement; rough layout; layout and design; lettering; paste-up; inking; silkscreen; color; cartooning; airbrush; computer; photography; stat camera; and art careers. (KC)

ED 314 566 CE 053 156

Zelenak, John
Commercial Photography and Television Production. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 148p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; Communication Skills; *Competency Based Education; Film Production; Integrated Curriculum; Mathematics Skills; Occupational Information; *Photographic Equipment; *Photography; *Production Techniques; Science Instruction; Secondary Education; *Television; Television Lighting; Television Studios; Video Equipment; Vocational Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the commercial photography and television production program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s)

residential working drawings; rendering; energy-efficient design; commercial construction; commercial working drawings; structural design; mechanical systems; and computer-aided design. (CML)

ED 314 579 CE 053 169

Browning, Terry
Welding. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 107p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Building Trades; Communication Skills; *Competency Based Education; Construction (Process); Construction Industry; Construction Materials; Craft Workers; Integrated Curriculum; Mathematics Skills; *Metal Working; Safety; Science Instruction; Secondary Education; Shop Curriculum; Skilled Occupations; Trade and Industrial Education; *Welding

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the welding program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theory and basic skills covered. Also listed are the expected student outcomes. The 13 instructional units included are: orientation; shop practice; introduction to the world of welding; electric welding; oxyacetylene torch; shielded metal-arc welding (stick welding); gas tungsten-arc welding; gas

Technical Guidelines and References: Crops Training Component. From: Agricultural Development Workers Training Manual. Volume III: Crops.

Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- Nov 85

NOTE- 167p.; For related documents, see ED 242 883-886.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Vocational Education; Agricultural Personnel; Agricultural Production; *Agronomy; Disease Control; Extension Agents; *Extension Education; Farmers; Farm Labor; *Field Crops; Harvesting; Herbicides; Horticulture; Insecticides; Pesticides; Pests; Soil Science; Voluntary Agencies; *Volunteer Training; Weeds

IDENTIFIERS- *Peace Corps; Vegetables

This reference manual for training Peace Corps agricultural development workers deals with crops. The document begins with common units of area, length, weight, volume, and conversions between them. A practice problem is worked and other conversion problems are given. The second section is intended to show agricultural field workers how to survey and interpret the important features of a local agricultural environment and the individual farm units that are part of the environment. Section 3 is a guide to troubleshooting common crop problems. Section 4 offers guidelines for vegetable growing. Section 5 is an introduction to insects and insect control. Section 6 discusses nonchemical pest controls. Using chemical insecticides is the subject of section 7. Section 8 covers disease control. Section 9 discusses nematodes. Section 10 deals with weed control. An annotated bibliography suggests four vegetable-related references to be ordered for each trainee and references on vegetables and field crops to be placed in a training center library. Included among those library references are 7 on vegetables, 20 on insects, diseases, weeds, and nematodes; 3 on soil management and fertilizer use; 2 on irrigation; 13 on field crop production; 3 on root and tuber crops; 1 on tropical agriculture; and 2 on agriculture extension. (CML)

ED 314 593 CE 053 920

Loch, John R., Ed.
History of OCHEA.

ED 314 606 CE 053 955

Training 2000. Publication 1480.
Internal Revenue Service (Dept. of Treasury), Washington, D.C.
PUB DATE- 89
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; Computer Assisted Instruction; Cybernetics; Distance Education; Educational Equipment; *Educational Technology; Educational Television; Futures (of Society); Hypermedia; Information Technology; *Inservice Education; *Instructional Innovation; Interaction; Interactive Video; *Job Training; *Labor Force Development; Man Machine Systems; Multimedia Instruction; Optical Disks; *Retraining; Teaching Methods; Teleconferencing; Videodisks
IDENTIFIERS- Internal Revenue Service

This document reports the results of an examination of the external and internal environments of the Internal Revenue Service (IRS) and the most promising technological tools and methods to create the training system capabilities the IRS will need in the future. Following an executive summary, chapter 1 describes how the document was developed. Chapter 2 describes current IRS training. Chapter 3 explains two factors--the changing workplace and work force--that affect IRS training. Chapter 4 discusses the technological, methodological, and organizational issues that affect IRS training, including computer-based training, artificial intelligence, hypertext and hypermedia, embedded training, asynchronous computer conferencing, one-way videoteleconferencing, two-way digital (compressed) videoteleconferencing, CD-ROM (Compact Disk Read-Only Memory), DVI (Digital Video Interactive), compact disk interactive (CD-I), interactive videodisk, trends in technology, educational methodologies, and organizational issues. Chapter 5 describes a workshop for IRS training managers and functional managers that provided the managers' views on the issues, possibilities, and problems identified during the project that produced this document. A 14-page bibliography is included in the document. An appendix lists information on the task force that guided the document's development. (CML)

Special Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Sep 88
NOTE- 125p.; For related documents, see CE 053 979-990.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($9.30).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Communication Skills; *Competency Based Education; *Educational Diagnosis; Educational Objectives; Employment Potential; Interpersonal Competence; Mathematics Skills; *Occupational Information; Occupational Safety and Health; Secondary Education; *Special Needs Students; Study Skills; Vocational Aptitude; Vocational Education; *Vocational Evaluation
IDENTIFIERS- *Missouri

This document contains informal assessment instruments for each of the access skills (those skills needed to access vocational education programs and be successful in the world of work) on Missouri's Vocational Readiness Skills Inventory for Special Needs Students. The document includes a checklist for documenting the informal assessments, which are intended to give teachers estimates of students' abilities so that appropriate individual programming goals can be set. Following a matrix that shows which access skills are required in which vocational programs, the introduction explains this document's relationship to other documents about Missouri vocational education. The next sextion explains the access skills chart that appeared earlier and the use of the Generic Assessment Access Skills checklist that follows. The next six sections contain assessment tasks designed to help teachers assess students' access skills in the five major areas of the inventory: math skills, physical demands and working environment, aptitudes, temperament, and vocational safety. The assessment tasks include paper and pencil measures, suggested activities and materials, and student and parent interviews and checklists. A five-item bibliography completes the document. (CML)

ED 314 622 CE 053 981

Health Occupations: Access Skills. Vocational Readiness Skills. Missouri LINC. Accessing Vocational Education.
Missouri Univ., Columbia. Dept. of Practical Arts and

characteristics of at-risk youth, and chapter 4 discusses the key components of vocational education that enhance its ability to address the needs of at-risk youth. Chapter 5 lists key elements of successful programs. Chapter 6 lists nonvocational educational resources. Chapter 7 discusses community resources for dropout prevention and recovery activities. The eighth chapter describes the South Carolina Office of Vocational Education Dropout Prevention Pilot Program, including its activities in Cherokee County, Fairfield County, and Florence. Chapter 9 discusses alternative scheduling as a method for making dropout recovery easier. Chapter 10 discusses staff development as a necessary ingredient in successful programs. Following a short conclusion, three appendices contain guidelines for observing behavior and identifying characteristics; teacher, student, and parent questionnaires; an in-school referral form; guidelines for matching teaching style to students' learning style; and questionnaires and worksheets on which to identify parents and others in the community who can act as resources or provide resources. A 34-item bibliography concludes the document. (CML)

ED 314 633 CE 053 993

Flores, Bob; Kellogg, Bill

26-Hours at Cal Poly: A Recruitment Strategy Targeting Underrepresented Groups.

PUB DATE- 2 Dec 89

NOTE- 7p.; Paper presented at the Annual Convention of the American Vocational Association (Orlando, FL, December 2, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; *Agricultural Education; *Blacks; *Cultural Pluralism; Higher Education; High Schools; *High School Students; *Hispanic Americans; *Student Recruitment; Technical Education

IDENTIFIERS- *California Polytechnic State University

The Agriculture Education Department at California Polytechnic State University conducted a program to recruit Black and Hispanic students for the school's agriculture programs during spring 1988 and twice since then. High school sophomores and juniors in Los Angeles were invited to Cal Poly for a 26-hour program of workshops designed to include a blend of technology with hands-on experiences teacher and 33 worksheets teachers can use with adult students in order to use the cloze procedure to assess how readily they can read materials of differing complexity. The handbook introduces the materials by considering such questions as What is meant by reading?, How could readers' ability to use available reading clues be assessed?, What is the cloze procedure?, How can the procedure be used? and Can the procedure be used with speakers of other languages who are learning English? The second section concerns how to use the worksheets and includes a description of the three reading levels reflected in the worksheets, how to administer the worksheets, how to choose which passage to use, how to score the worksheets, and how to interpret the scores. The third section discusses how teachers can prepare their own worksheets, and the fourth discusses the validity and reliability of the cloze procedure. The fifth section explains other uses of the cloze procedure (as a measure of readability, to help learners move from word-to-word decoding to reading with understanding, and to help learners develop scanning skills). The sixth section lists advantages of the cloze procedure. A short conclusion includes a list of the worksheets by difficulty level. The document concludes with an explanation of the simplified SMOG readability formula, the text from the completed worksheets, an 11-word glossary, and a 6-item bibliography. (CML)

ED 314 647 CE 054 061

Kewley, Carolyn; Lee, Angela
Wordpower. A Starter Pack for the Certificate in Communication Skills.
Adult Literacy and Basic Skills Unit, London (England).; British Broadcasting Corp., London (England).; Training Agency, London (England).
REPORT NO.- ISBN-1-870741-15-3
PUB DATE- 89
NOTE- 106p.; Sponsored by Reed International.
AVAILABLE FROM- Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA, England.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Certification; *Communication Skills; Continuing Education; Distance Education; Extension Education;

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-56109-001-8
PUB DATE- 90
NOTE- 178p.
CONTRACT- R188062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($18.95).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Developmental Programs; Elementary Secondary Education; *Guidance Programs; Models; Program Development; *Program Improvement; *School Counselors; *School Guidance
IDENTIFIERS- *Comprehensive Guidance

This monograph describes how the comprehensive guidance model is transforming elementary-secondary school guidance and counseling programs in schools across the country. It incorporates the ideas and experiences of 12 guidance program developers in the actual use of the comprehensive guidance model in diverse school and cultural settings. The book is intended as a source of ideas, resources, and procedures to help state and local guidance and administrative personnel remodel and revitalize guidance in their schools. Papers included are: (1) "A Model Comprehensive Guidance Program" (Norman C. Gysbers); (2) "Missouri Comprehensive Guidance--A Model for Program Development, Implementation and Evaluation" (Robert J. Larivee and Marion F. Starr); (3) "Comprehensive Guidance in Alaska" (Jamie Buckner and Marie MacKenzie); (4) "Comprehensive Guidance in Montgomery County, Maryland" (John P. Goodloe); (5) "The Comprehensive Guidance Program in San Antonio" (Patricia Henderson); (6) "Guidance and Counseling New Hampshire Style" (Josephine B. Hayslip and James V. Carr); (7) "The Comprehensive Guidance Program in St. Joseph, Missouri" (Mark H. Hargens and Jean T. Johnson); (8) "An Effective Guidance and Counseling Program in Lincoln, Nebraska" (John Dudley); (9) "The Comprehensive Guidance Model at Hillsboro High School" (Gloria Morgan); and (10) "Afterthoughts" (Norman C. Gysbers). (NB)

Services, and the Marriott Corporation, began a 3-year research and demonstration program to develop a practice model for helping minority foster children between the ages of 12 and 15 who were at high risk of dropping out. Specific objectives of the project were to help the youth attend school regularly, improve their academic performance, enhance work skills, and form positive attitudes toward school, work, and self. Project strategies included peer mentorship (involving Catholic University students with at risk youth); an employment training and incentive program; involvement of primary caretakers; and social support. Project findings, based on data collected from 87 students through surveys, tests, observations, personal interviews, and analysis of grades, showed significant gains in grades and attendance. A 51-item bibliography is included, and evaluative instruments are appended. (TE)

ED 314 677 CG 022 212

Helge, Doris
Preventing Teenage Pregnancies in Rural America.
National Rural and Small Schools Consortium, Bellingham, WA.
PUB DATE- 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescents; Counseling; *Early Parenthood; Health Education; Parent Child Relationship; *Pregnancy; *Prevention; *Rural Schools; Secondary Education; Secondary School Students; Sex Education; *Small Schools; Social Problems

Two-thirds of all schools in the United States are rural and three-fourths are small. Statistically, most teenage parents are from such school systems. Yet the problem of teenage pregnancy is most frequently overlooked by rural and small school communities. In fact, some cultural factors and resource deficiencies of these communities actually facilitate early pregnancy. The emotional, educational, and medical effects of teenage parenting are particularly serious for our society as a whole. The problems involved with teenage parenting must be recognized and comprehensively and holistically addressed by our society. Solving these problems in sparsely populated rural communities that typically have conservative attitudes toward sex education is an exciting challenge. Comprehensive efforts designed to enhance student self-esteem and to provide sex education; career, health,

ED 314 692 CG 022 228

Seltzer, Vivian Center
Turning Point Values of Adolescent Females.
PUB DATE- Aug 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Females; High Schools; High School Students; *Sex Differences; *Test Validity; *Values
IDENTIFIERS- *Attribute Interest Form

While the literature reveals interpersonal relations important to females, little specific data is available on values of adolescent females. Social comparison research reveals that when objective measures are unavailable to set standards, individuals compare traits and abilities with similar others. This tendency is more pronounced in periods of uncertainty. To determine which values prevail during the uncertain adolescent stage when adolescents strive to individuate, gain emotional independence, and achieve psychosocial identity the Attribute Interest Form was developed and administered to 357 adolescent females from randomly selected classes of grades 9 through 12 in eastern Ohio high schools. For gender comparisons, the same instrument was administered to 343 males. For both sexes findings confirmed predictions of high interest in one another's attributes. As predicted, findings disclosed females as more interested in relationship attributes than males, supporting existing literature. Males were more concerned with possessions and skills. These findings imply that the high energy expended by females in interpersonal relating leaves less available energy for instrumental goal seeking and translates to a disadvantaged position vis a vis males whose interests are closer to "market place" values. More research on identifying the impact of societal and interpersonal influences on females in this critical period is endorsed. (Author)

ED 314 693 CG 022 229

optimism, and intentionality. Part I of the book develops the theory of invitational learning in five chapters which: define invitational learning (chapter 1); discuss foundations of invitational learning (chapter 2); identify four levels of functioning (chapter 3); explore the five "powerful P's" of places, policies, programs, processes, and people (chapter 4); and explain the "Four Corner Press" of being personally and professionally inviting with oneself and others (chapter 5). Part II surveys the practice of invitational learning through seven essays by separate authors describing their experience in institutions or programs that employ the invitational learning model: (1) "The Baltimore County Guidance and Counseling Experience" (Donald E. McBrien); (2) "The Furman University Center for Excellence Experience" (Judy Lehr); (3) "The East Davidson High School Experience" (Debbie Chance); (4) "The Kansas Elementary School Curriculum Experience" (John H. Wilson); (5) "The Affton School District Experience" (Gary C. Benedict); (6) "The University of South Carolina Adjunct Instructor Experience" (Cheryl French Stehle); and (7) "The Sugar Loaf School Experience" (Joel Blackburn). Forty-eight references are included, and the inviting school checklist is appended, along with an Honor Roll of inviting schools. (TE)

CS

ED 314 709 CS 009 715

Perkins, Pamela
Readiness in the Basal Reader: An Update.
PUB DATE- Feb 89
NOTE- 45p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989) and at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 26-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Beginning Reading; Comparative Analysis;

capable of providing the appropriate delivery system for a comprehension focus. Based on this review, a consensus model of instruction, incorporating features of each model that are appropriate for designing instruction for low-achieving students, is delineated. It includes (1) teacher modeling, to let students in on the secrets; (2) task and text authenticity, to ensure purposefulness; (3) scaffolding, to cope with complexity; and (4) shared decision making, to develop self assessment. This approach to reading instruction requires teachers to move away from the "teacher-proof" model frequently offered in conventional programs to a model in which they make most decisions within their classrooms. (A list of 121 references is attached.) (Author/RS)

ED 314 724 CS 009 903

Fielding, Linda G.; And Others
How Discussion Questions Influence Children's Story Understanding. Technical Report No. 490.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 44p.
CONTRACT- OEG-0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Critical Reading; *Discussion (Teaching Technique); Grade 3; Prediction; Primary Education; *Questioning Techniques; *Reading Comprehension; Reading Research; Recall (Psychology)
IDENTIFIERS- Hierarchical Analysis; Illinois; *Story Content

A study examined the influence of discussion questions with a dual focus on important and implied text ideas in children's story understanding. Subjects, 106 third-grade children from 2 middle-sized Illinois cities were randomly assigned to 4 experimental groups and 1 control group. Their comprehension was measured with free and probed story recall after a 3-week unit of instruction in which questions focused on prediction or review were asked in the experimental groups while control group questions came from the basal series' teacher manuals containing the experimental stories. Results of mixed hierarchical analyses indicated that

Skill Development
IDENTIFIERS- Communication Behavior; Listening Theory

Listening remains generally unappreciated while being the communicative skill most used and essential to the human condition. There is no name for the condition of being unable to listen, but the term "illistenacy" could be used. An individual who can hear but cannot consciously attend, understand, and respond to non-written messages in a consistent and effective manner could be termed an "illistenate." Such a person's reception of messages is sporadic and virtually accidental. Four hidden assumptions sustain illistenacy. First, people confuse the involuntary, physical process of hearing with the voluntary, mental one of listening. Second, the confusion produces the assumption that passive physical presence equates with listening. Third, illistenates view communication as a magical act that either works or doesn't, and that nothing can be done to change it. Finally, there is the assumption that listening ability develops naturally through maturity and correlates with intelligence. Illistenacy can distort educational efforts, as teachers may wrongly assume that students already know how to listen. In fact, effective listening instruction and testing are urgently needed. (Three charts are included.) (SG)

ED 314 739 CS 009 919

Peterman, Carol L.
Successful Storyreading Procedures: Working with Kindergarten Teachers to Improve Children's Story Understanding.
PUB DATE- Nov 88
NOTE- 29p.; Paper presented at the Annual of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Kindergarten; Kindergarten Children; Language Acquisition; Listening Comprehension; Primary Education; *Reading Aloud to Others; Reading Comprehension; Reading Instruction; *Reading Readiness; Reading Research; Recall (Psychology)· Story Grammar; *Story Reading; Teacher Role
IDENTIFIERS- *Emergent Literacy; Illinois; Story Content; Story Structure

Based on the hypothesis that teachers' naturally occurring

Information Services.; New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-0-88315-983-X
PUB DATE- 88
NOTE- 64p.; For companion teacher's manual, see CS 212 192.
AVAILABLE FROM- Curriculum Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201 ($17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Correspondence; *Computer Assisted Instruction; Computer Literacy; High Schools; Microcomputers; Minimum Competency Testing; Study Guides; Technical Writing; Word Processing; *Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- New York State Regents Competency Tests; Writing Contexts

Along with its companion teacher's guide, this student study text teaches writing skills needed to pass the New York Regents Competency Test (RCT) in Writing, using the computer as an instrument of instruction. The guide is arranged in three sections that match the tasks required on the RCT Writing Test: (1) The Business Letter; (2) The Report; and (3) The Composition. Each section of the guide contains an introduction, instructions, a demonstration task, practice assignments, and samples. (SR)

ED 314 753   CS 212 192

Walker, Bernard A., Ed.; Klein, Dorothy, Ed.
RCT English Writing Practice.
New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.; New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-0-88315-984-8
PUB DATE- 88
NOTE- 120p.; For companion student study text, see CS 212 191.
AVAILABLE FROM- Curriculum Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201 ($17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

"A New Foreign Policy": President Jimmy Carter's Speech at Notre Dame, May 22, 1977. A Paper Presented in Honor of Everett Lee Hunt.
PUB DATE- 20 Nov 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- Audience Response; *Civil Liberties; Communism; Discourse Analysis; *Foreign Policy; Humanitarianism; Ideology; *Persuasive Discourse; *Political Attitudes; Politics; Public Opinion; Public Speaking; *Rhetorical Criticism
IDENTIFIERS- *Carter (Jimmy); Carter Administration

An analysis of the content and a critique of the significance of President Jimmy Carter's 1977 commencement speech at the University of Notre Dame, show that technical weaknesses such as poor organization, inconsistent style, and overbreadth limited its intended effect. Carter had hoped that this speech would dispel confusion over some of his foreign policy decisions and would change the motivating principle of United States foreign policy from a negative one (anti-communism) to a positive one (supporting human rights). Instead, the news media found the speech to be ambiguous as to Carter's foreign policy intentions and questioned how his commitment to human rights--which they found praiseworthy--could be transformed from theory into practice. The speech differed from others by Carter in that it was a broad statement of policy rather than an addresss on specific measures, and Carter worked more closely with his speech writers and gave more attention to the effectiveness of the speech than usual. While the speech did not have the effect intended by Carter, it did cause foreign policy discussions to be reshaped even into the Ronald Reagan years. (Twenty-six footnotes are included.) (MHC)

ED 314 767 CS 506 925

Palmerton, Patricia R.
The Reign of Confusion: ABC and the "Crisis in Iran."
PUB DATE- Nov 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

Littlefield, Robert S.; Littlefield, Kathy M.

Debate Instruction at the Elementary School Level: An Opportunity To Build Legitimacy.

PUB DATE- Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Dot matrix type in appendixes may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Communication Skills; *Debate; Debate Format; Elementary Education; *Experimental Programs; Questioning Techniques; *Speech Communication; Speech Instruction; Speech Skills; Verbal Communication
IDENTIFIERS- Debate Coaches; *Debate Strategies; Minnesota (Moorhead); North Dakota (Fargo)

An educational program called KIDSPEAK was designed to teach oral communication skills to children in grades three through six in four public and private school districts in Fargo, North Dakota and Moorhead, Minnesota. Topics which have been taught include: basic public speaking skills; oral reading; listening; creative expression and storytelling; speaking with a purpose; communication etiquette; and speaking and working in groups. A unit on debate was also introduced and widely accepted. Four areas of debate were identified as being most important for children to understand: debate format; asking questions and responding to questions in debate; the use of evidence in debate; and practicing the art of debate. Each of these areas was divided into six lessons or activities. At the end of the month the parents came to listen to their children debate and were very pleased that their children could master the debate concepts. The children were praised for what they accomplished individually and competition was not stressed. By starting debate at an early age, children can invest time and energy to learn and master some of the basic concepts of the activity. The two key factors involved in offering debate for children are (1) finding a teacher who is intrested in the activity and (2) locating a curriculum that is appropriate. (Two appendixes containing the table of contents from the KIDSPEAK program and six lessons about asking questions in debate are attached.) (MG)

ED 314 781 CS 506 996

Rowland, Willard D., Jr.
The Meaning of the "Public Interest" in Communications Policy--Part I: Its Origins in State and Federal Regulation.
PUB DATE- May 89
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Broadcast Industry; Communication Research; Federal Legislation; *Federal Regulation; *Policy Formation; State Legislation; Technological Advancement; Telecommunications
IDENTIFIERS- Legal History; *Public Interest; *Public Interest Law

The late 1980s' resurgent appeal to public interest standards entails a misunderstanding of the real meaning of "public interest" and, whatever the merits of the critique of the deficiencies during the recent regulatory period, the standard still contains within it the seeds of its own compromise, if not destruction. Even among its strongest proponents, confusion about its essential character and ultimate applications in applied communication technology exist. Well before the advent of broadcasting and the particular regulatory measures adopted for it, American public policy had established an accommodation between public and private interests that turned largely around the economic well-being of the industries and the assumption that public service benefits would derive most fully from that relationship. The evidence from the long prior experience of state and federal regulatory policy is that the public interest standard had been developing as a key doctrine in American economic and social policy for nearly a century. It was upon that platform that much of the political and industrial policy for the new broadcast law would be erected. Many of the implicit understandings about the public interest in the previous experience would now migrate into the new order, and in spite of continuing confusions about the matter, then and now, the underlying significance of the public interest standard would likewise be transferred into the new broadcast communications realm. (Thirty references are attached.) (RS)

ED 314 795 CS 507 015

States Communication Association (Detroit, MI, April 5-8, 1990). For a related document, see CS 507 047.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assertiveness; Communication Research; Interpersonal Communication; Models; *Personality Traits; Persuasive Discourse; Research Methodology; *Research Problems; *Research Tools
IDENTIFIERS- *Argumentativeness; Empirical Analysis

A study examined some of the questions that have been raised regarding D. A. Infante and A. S. Rancer's (1982) Argumentativeness Scale. Specifically, the wording of the scale was examined. Operating under the principle that the use of the process word "arguing" and the product word "argument," as well as mention of issues or failure to mention issues affects responses to the scale, four versions of the scale were created. The four versions were consistently worded to reflect: (1) arguing over issues; (2) argument; (3) argument over issues; and (4) arguing. Findings demonstrated that versions that referred to issues differed from versions that did not mention issues. Further, versions that mentioned issues differed from the original Argumentativeness Scale. One possible explanation for the findings was that the mention of issues addresses content, while failure to mention issues causes most respondents to believe the item is referring to relational arguments. Findings suggest that further refinement of the argumentativeness operationalization should be addressed. (Two tables of data are included, and 28 references are attached.) (SR)

ED 314 810 CS 507 042

Dowling, Ralph E.
The Iran Hostage Crisis: Print Journalism's Role in the Reagan Revolution.
PUB DATE- Feb 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Discourse Analysis; Foreign

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administrator Role; *Educational Administration; Elementary Secondary Education; High Schools; Instructional Leadership; *Interpersonal Relationship; *Principals; *Role Conflict; *Role Theory

This document examines role theory limited to the major studies related to educational administrators. The nature and history of role theory are reviewed and three theoretical approaches to the study of role theory are described: (1) role conflict resolution theory; (2) role theory related to social systems theory; and (3) the Fundamental Interpersonal Relations Orientation Theory of interpersonal behavior. Three empirical role theory studies related to educational administration are the School Board Executive Studies Program, the National Principalship Study, and the Role Conflict Resolution Behavior Study of High School Principals. Finally, conclusions are drawn about the methods used in role theory studies. (37 references) (SI)

ED 314 825 EA 021 495

Early Intervention with Children At Risk: Marquette County's Strategy To Increase School Success and Reduce Social Service Cost.
PUB DATE- Oct 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; *Compensatory Education; Elementary Education; *High Risk Students; Low Achievement; *Parent Participation; Parent Student Relationship; Potential Dropouts; Remedial Instruction; *Remedial Programs; Social Services; Transitional Programs
IDENTIFIERS- *Wisconsin (Marquette County)

Millions of school children are currently at risk of academic failure; the potential costs to society are staggering. If the central factors causing a child's poor social adjustment can be addressed, both the rate of school failure and social service costs can be reduced. Attempting to control the school failure issue, the communique that should be on the agenda of federal and state policymakers are flexibility and accountability, restructuring, federal government's financial role, and assuring accountability. Important issues absent from the communique are listed as well. (SI)

ED 314 838 EA 021 527

Human Immunodeficiency Virus and the Enrolled Student: A Model Policy.
Iowa State Dept. of Education, Des Moines.
PUB DATE- Nov 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communicable Diseases; Disease Control; Elementary Secondary Education; Physical Health; Public Health; *School Policy; School Responsibility
IDENTIFIERS- *Iowa

In the nearly 4 years since the initial publication of the model policy "Communicable Diseases and the Enrolled Student" in January 1986, the statistics, recommendations, and even the terminology of Acquired Immune Deficiency Syndrome (AIDS) have changed significantly. In light of the new information, the model policy, recommended for consideration or adoption by schools and school districts in Iowa, has accordingly been revised. Delineated within this document are changes in: (1) the admission and enrollment policy; (2) confidentiality of medical status as a Human Immunodeficiency Virus (HIV)-infected student; (3) health education and universal precautions; and (4) the appeal and review policy. Because blood and bodily fluids of all persons are considered potentially infectious for HIV, Hepatitis B Virus, and other bloodborne pathogens, "Universal Blood and Body Fluid Precautions" should be consistently followed. Appended is a listing of universal precautions for use in a school system. (KM)

ED 314 839 EA 021 528

Garmston, Robert; Lambert, Linda
Principal as Patriot Saboteur.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; Administrator Qualifications; Administrator Role; Cognitive Processes; *Cognitive Structures; Curriculum Development; Elementary Secondary Education; *Instructional Leadership; *Occupational Information; *Principals; School Administration

This paper explores the idea that two important elements are represented within the personality of the most effective principals: the heart of a patriot and the mind of a saboteur. Notions about these sources of principal power are explored from the perspective of the patriot saboteur, by which is meant a combination of a passionate commitment to transcendent values with a critical consciousness that among other things, works continually against unthinking conformity and the maintenance of the status quo. The sources of principal leadership flow from the confluence of cognitive functioning, psychological orientation, and personal identity. Of the three, the elements of cognitive functioning are more teachable and their analysis occupies the bulk of the paper. Familiar psychological and psychobiological concepts of information processing are discussed in terms of the particular model of the principle put forward in this paper. It is suggested also that possible curriculum programs can be designed to educate principals in the role of patriot saboteur. A figure outlining some cognitive functions in four phases of principals' thought processes: planning, doing, reflecting, and applying is appended. (21 references) (SI)

ED 314 854 EA 021 554

Testing: Where We Stand.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-141-3
PUB DATE- 89
NOTE- 24p.
AVAILABLE FROM- Publications, American Association of School

ED 314 867 EA 021 613

Education for the Twenty-First Century.
Independence City School District, MO.
PUB DATE- 88
NOTE- 17p.; Partial funding for this publication provided by Blue Valley Federal. Color photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; *Curriculum Enrichment; *Educational Improvement; Elementary Secondary Education; *Futures (of Society); *Learning Activities
IDENTIFIERS- *Independence City School District

The National Governors Association (NGA) selected the Independence (Missouri) Public School District as one of 16 districts to implement recommendations in the NGA's "Time for Results" report. The district was chosen because of its strong leadership, evidence of community support, and ability to implement innovating programs. The Independence elementary program goes beyond the basics; the district was one of the first nationwide to pilot the Parents as Teachers Program, an exemplary model of early childhood education. Other recognized programs include Success in Reading and Writing and the Focus Curriculum (for third-grade students with reading deficiencies) and IMPACT (for gifted students). The junior and senior high programs offer comprehensive curricula and a wide variety of sports and other extracuricular activities. The senior high program offers college preparatory courses that allow students to earn college credit in American history, English, math, and science. The district also provides special and continuing education services and enrichment opportunities offered by a math/physics institute, a music/art institute, and other programs. An appendix provides city and school statistics and a map of Independence showing school locations. Five full-page color photographs and other illustrations are included. (MLH)

ED 314 868 EA 021 616

Education in Alberta: Some Major Societal Trends. Revised.
Alberta Dept. of Education, Edmonton. Planning and Policy Secretariat.

ED 314 883 EC 222 022

Murphy, Linda; Della Corte, Suzanne
Learning Styles.
PUB DATE- Oct 89
NOTE- 9p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($3.50 per issue, $18.00 per year).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; *Evaluation Methods; *Learning Disabilities; *Learning Modalities; Siblings; Social Support Groups; Student Behavior; Student Characteristics; Student Evaluation

This article discusses how to determine the learning style of a child with learning problems and how to use the information to maximize the child's potential. Assessing the child's learning style begins with close observation in a variety of settings, which provides a generalized idea of the child's behavior. This is followed up by categorizing some of the child's characteristics or preferences, which involves analyzing: (1) environmental influences, including physical and biological aspects; (2) perceptual preferences, to determine the senses children emphasize in learning; (3) social preferences, to evaluate whether a group or individual setting is best; and (4) motivational preferences, to analyze the desire for structured or non-structured situations. A section of do's and don'ts provides further suggestions for parents. A case study illustrates use of specialized tests to assess learning style and use of test results by parents and teachers. Also included in this periodical issue is a description of a support program for siblings of children with disabilities, developed by the Phoenix Children's Hospital in Phoenix, Arizona. (JDD)

ED 314 884 EC 222 023

ED 314 897 EC 222 055

The Program Effectiveness in Special Education Task Force Report. Model for Program Quality in Special Education.

California State Dept. of Education, Sacramento. Div. of Special Education.

PUB DATE- Sep 88
NOTE- 53p.; For other reports in this series, see EC 222 053-056.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum; *Disabilities; Educational Philosophy; Educational Policy; Educational Practices; Elementary Secondary Education; Models; Outcomes of Education; *Program Effectiveness; *Special Education; State Standards; Student Development; Student Educational Objectives
IDENTIFIERS- *California

The report summarizes findings and recommendations of a California Task Force on Program Effectiveness in Special Education. The 30 Task Force members ("stakeholders" in special education) were divided into committees to address four goals: (1) identify the mission of special education and describe the context in which special education programs operate; (2) delineate major desired outcomes for handicapped students; (3) specify effectiveness indicators for special education programs; and (4) recommend procedures for determining and ensuring special education program effectiveness. A conceptual model was adopted with planning-evaluation cycles, evaluation of student outcomes, and relationships between effectiveness indicators and student outcomes. The mission of special education is defined, and the provision of programs that increasingly lead to improve student outcomes is identified as central. The section on the context of special education notes demographic trends, economic climate, and educational policy issues. Twenty-two effectiveness indicators are identified, clustered into the categories of curriculum, instructional setting, and instructional processes. Desired student outcomes are organized into developmental/academic factors, personal/social achievements, and community/economic factors. Finally, the major goals and 20 recommendations are offered. Appendixes provide information on effectiveness indicators and norm-referenced testing. Eleven references are provided. (DB)

REPORT NO.- ISBN-0-88450-408-5
PUB DATE- 89
NOTE- 120p.; For related documents, see EC 222 068 and ED 275 099.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($19.95, Catalog No. 7596).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Listening Skills; Oral Language; *Primary Education; Skill Development; Speech Communication; *Speech Instruction; *Teaching Methods; Verbal Communication; *Vocabulary Development; Vocabulary Skills

This book is a follow-up to the original CLAS K-2 (1985) oral language program for kindergarten through second grade, but can also be used independently. It contains 50 additional listening and speaking activities designed for use together or individually with whole classroom groups. Each includes three to six activities with cut-outs, stories, and illustrations designed to improve speaking/listening skills and vocabulary through role-playing, games, discussions, and other interactive methods. The 12 sections cover vocabulary, concepts, listening, giving and following directions, auditory memory, grammar, rhyming, categorization, asking and answering questions, describing, role-playing and storytelling, and reasoning. A preface includes questions and answers about implementation of the system. (PB)

ED 314 912 EC 222 072

Gilroy, Pamela J.
Discovery in Motion: Movement Exploration for Problem-Solving and Self-Concept.
REPORT NO.- ISBN-0-88450-373-9
PUB DATE- 89
NOTE- 130p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($11.95, Catalog No. 7609).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; Human Body; Motor Development; *Movement Education; *Perceptual Motor Learning; Physical Activities;

distribution, and percentage change of special education teachers employed by handicapping condition, school years 1985-86 and 1986-87; (2) the same data for special education personnel other than teachers; (3) number and distribution of special education teachers needed by handicapping condition during school year 1986-87; (4) the same data for special education personnel other than teachers; and (5) teachers employed, teachers needed and the children served under the Education of the Handicapped Act-B and Chapter 1 of the Education Consolidation Improvement Act (state operated program). (DB)

ED 314 926 EC 222 086

Link, Donald P.
Rural Transition Teacher Preparation Project. Final Report, 1986-1989.
Utah Univ., Salt Lake City. Dept. of Special Education.
PUB DATE- 89
NOTE- 66p.; Appendix C, a videotape, not included.
GRANT- G008630056-88
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Curriculum Design; *Demonstration Programs; *Disabilities; *Education Work Relationship; Information Dissemination; *Inservice Teacher Education; Instructional Development; Models; *Rural Education; School Community Relationship; Secondary Education; *Special Education Teachers
IDENTIFIERS- University of Utah; Utah (Salt Lake City)

This document is the final report of the 3-year Rural Transition Teacher Preparation Project in Utah which made it possible for the Special Education Department of the University of Utah to offer rural special educators field-based coursework in the area of secondary transition services for mildly and moderately handicapped students. Project objectives included model development, training of clinical instructors, technical support of clinical instructors, field testing in two rural regions, replication in two additional rural regions, and perpetuation through dissemination of permanent products. The Project used a model of providing specialized training to selected rural special educators and utilized them as field-based clinical instructors to deliver a sequence of four courses aimed at junior and senior high special education teachers. Topics covered in the courses included curriculum design,

Berube, Barney
Data Collection Report on Language Minority Children.
Maine State Dept. of Educational and Cultural Services, Augusta. Curriculum Div.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 49p.; Pages 7 and 16-17 are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Bilingual Education Programs; *Bilingualism; Children; Elementary Secondary Education; Enrollment Trends; Federal Programs; *Languages; *Limited English Speaking; *Minority Groups; Refugees; State Programs; State Surveys; Student Evaluation
IDENTIFIERS- *Maine; Portland Public Schools ME

Data on Maine's population of minority language children consists of three sections. The first contains summative data in tabular or graphic form on: the distribution of monolingual-English and bilingual children, including: children of limited English proficiency (LEP); distribution of languages spoken by school-aged children; current trends in refugee enrollments; language minority enrollments in public and private schools; and state department of education technical services to schools enrolling LEP children. The second part presents information on language minority children's performance on the Maine Educational Assessments in 1985-86 and 1986-87, which include grades 4, 5, 8, 9, 11, and 12. Subgroup data on natively bilingual children and those identified as LEP include performance in reading, writing, writing conventions, mathematics, science, social studies, and the humanities. The third part contains data collected for federal reporting on Maine's Title VII project sites, including Indian education at three sites, and two Portland public school sites. (MSE)

ED 314 940 FL 018 283

Jarosz, Elzbieta
How the Methods of Teaching EFL May Influence Teaching Other Subjects.
PUB DATE- 90
NOTE- 11p.; Paper presented at the International Association of

Operators and Supervisors" (Betz); "Simulator Application in a Nuclear Technology Degree Program" (Sherrard, Burchill); and "Managing Training to Maximize Employee Articulation" (Rockwell). (YLB)

ED 314 554 CE 052 774

Coles, Edwin K. Townsend
Let the People Learn: The Establishment of a Department of Non-Formal Education in Botswana. Manchester Monographs No. 29.
Manchester Univ. (England). Centre for Adult and Higher Education.
REPORT NO.- ISBN-0-902252-10-0
PUB DATE- May 88
NOTE- 149p.
AVAILABLE FROM- Haigh and Hochland, Precinct Centre, Oxford Road, Manchester M13 9QA, England (6.50 pounds).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; *Distance Education; *Educational Administration; *Educational Policy; Foreign Countries; Literacy Education; *Nonformal Education; Nontraditional Education; *Public Agencies
IDENTIFIERS- *Botswana

This document describes the establishment of a Department of Nonformal Education in Botswana and is intended as a case study that can help ensure that nonformal education receives adequate funding in developing countries. The first chapter examines the theory of nonformal education and includes sections on three guiding precepts for this type of education, principles for an effective structure of nonformal education, decentralization, organization of nonformal education, staff, the political aspects of nonformal education, and the necessity for cooperation between formal and nonformal education organizations. The second chapter traces the development of the Botswana Department of Nonformal Education since 1966. The third chapter examines the successes and failures of the Botswanan experience and highlights the implications for other countries. Among the topics covered are the growth of the Botswanan nonformal education program, the literacy program, culture, the learning environment, the lone learner, the need for group work, higher courses in distance learning, and reasons that expectations for education in Africa are less optimistic in the late 1980s than they were 20 years earlier.

are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 22 units included are: orientaiton; classroom safety; the photographic process; parts of a camera; film exposure; creating an image on paper; film developing; printmaking; print finishing; camera accessories; flash photography; photographic composition; alternative techniques; lighting; advanced negative making; the view camera; color photography; studio considerations; portfolio production; careers in photography; film analysis; and video production. (KC)

ED 314 567 CE 053 157

Abram, Roy
Printing. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 89p.; Small print may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; Communication Skills; *Competency Based Education; Integrated Curriculum; *Layout (Publications); Mathematics Skills; *Photocomposition; *Printing; Reprography; Science Instruction; Secondary Education; Vocational Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the printing program. These pages are organized metal-arc welding; flux-cored arc welding; plastic welding; special welding processes; fabrication; and miscellaneous welding information. (CML)

ED 314 580 CE 053 170

Hardman, Thomas
Air Conditioning, Refrigeration and Heating. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 89p.; Small, light type may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Basic Skills; Buildings; Building Trades; Communication Skills; *Competency Based Education; *Construction Industry; Construction Materials; Craft Workers; Hand Tools; *Heating; Integrated Curriculum; Mathematics Skills; *Refrigeration; Safety; Science Instruction; Secondary Education; Shop Curriculum; Skilled Occupations; Temperature; Thermal Environment; Trade and Industrial Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the air conditioning, refrigeration, and heating program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theory and basic skills covered. Also listed are the expected student outcomes. The 11 instructional units included are: orientation; air conditioning, refrigeration, and heating program;

Ohio Continuing Higher Education Association.
PUB DATE- Jul 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Adult Education; *Continuing Education; *Educational History; Higher Education; Lifelong Learning; *Professional Associations
IDENTIFIERS- *Ohio Continuing Higher Education Association

This publication documents the development of the Ohio Continuing Higher Education Association (OCHEA) from its two predecessor organizations: the Ohio Council on Higher Continuing Education (in existence from 1968 to 1984) and the Ohio Continuing Education Council (in existence from 1976 to 1983). The history is presented in the following sections: (1) a prologue; (2) the Cleveland Conference (August 1982) and response; (3) committee on a statewide continuing education organization; (4) constitutional convention (April 21, 1983); and (5) sections for the years 1983-1984, 1984-1985, 1985-1986, 1986-1987, and 1987-1988. Each of the yearly sections includes a description of the activities and leadership of the Ohio Continuing Higher Education Association for that year. Appendix A describes the history of the Ohio Continuing Education Council and lists its officers from 1976 through 1983. Appendix B describes the history of the Ohio Council for Higher Continuing Education and lists its officers from 1968 through 1984. Appendix C describes the OCHEA Archives (housed in the Vernon R. Alden Library at Ohio University in Athens). Appendix D lists OCHEA documents that are available through ERIC. (CML)

ED 314 594 CE 053 921

Dohmen, Gunther
The Linkage between Research and Practice in Adult Education.
PUB DATE- Oct 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Developed Nations; Educational

ED 314 607 CE 053 957

Adult Literacy & Technology: Guide to Literacy Software. 1989 Edition.

Adult Literacy and Technology Project, San Ramon, CA.

SPONS. AGENCY- Gannett Foundation, Rochester, NY.

PUB DATE- 89

NOTE- 126p.

AVAILABLE FROM- Adult Literacy & Technology Project, PCC, Inc., 2682 Bishop Drive, Suite 107, San Ramon, CA 94583 ($13.50 members; $15.00 nonmembers).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Computer Assisted Instruction; Computer Software Reviews; *Computer Uses in Education; *Courseware; Daily Living Skills; Educational Technology; English Instruction; High School Equivalency Programs; *Literacy Education; Mathematics Instruction; Microcomputers; *Programed Instructional Materials; Reading Instruction; Word Processing

This second issue of an annotated listing of educational software suitable for use with adult basic education (ABE) students was compiled through reviews of software by ABE teachers and their students for its effectiveness and appropriateness to adult literacy instruction. The featured programs include drill and practice, simulations, educational games, word processing programs, and tutorials. The software is listed alphabetically by instructional category (English, life skills, mathematics, reading). The annotated remarks include descriptions and some perceived strengths and weaknesses of individual programs; information on publisher, price, type of computer on which the software runs, subject area, and level of use is also provided. An appendix to the guide is divided into three main categories: technical assistance (glossaries, hardware decisions, illustrated guide to the computer), listings of reviewed software; and resources, publisher addresses, and a comment form. (KC)

ED 314 608 CE 053 959

Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Sep 88
NOTE- 113p.; For related documents, see CE 053 979-990.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($4.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Communication Skills; Competency Based Education; *Educational Diagnosis; Educational Objectives; Employment Potential; *Health Occupations; Interpersonal Competence; Mathematics Skills; *Medical Assistants; *Occupational Information; Secondary Education; *Special Needs Students; Study Skills; Vocational Aptitude; Vocational Education; Vocational Evaluation; Vocational Maturity
IDENTIFIERS- *Missouri

This document contains health occupations-related materials to help teachers and parents teach access skills to Missouri junior high and high school special needs students who want to pursue a vocational program in that occupational area. Access skills are defined as those skills needed to access vocational education programs and be successful in the world of work. An introduction explains this document's relationship to other documents about Missouri vocational education and describes the document's contents. The next section introduces the health occupations area and lists five occupations within it as examples. Competencies for 24 competencies of the health services assistant occupation are included. The Health Occupations Access Skills Checklist appears next, with 34 tasks descriptions and space in which a teacher can record student mastery of them. The next section defines words relevant to health occupations. The next section contains instructional materials that parents and teachers can use to teach access skills involving math, physical demands, work environment, aptitudes, and temperament that are relevant to health occupations. Most activities are intended to be easily used as goals or objectives on students' Individualized Education Plans (IEPs). Included in the materials are task analysis sheets that contain the sequential steps necessary for competence in a specific skill, instructional directions that suggest how to teach each step in the task analysis and include a list of resources needed. Worksheets for students and teachers and a four-item bibliography complete the guide. (CML)

(including soil and water testing, irrigation technology, landscape design and installation, artificial insemination, in-vitro fertilization, tissue culture, computer simulations, food processing, and seed identification), tours of the library and off-campus housing, career discussions, and sessions with staff from the Placement Center and Student Academic Services. The students also participated in a barbecue in their honor and received stenciled T-shirts and a videotape of their experiences in program activities. According to their responses on a questionnaire, a majority of student participants expressed a desire to attend Cal Poly upon graduation. Questionnaire responses from teachers and a counselor who participated as chaperons were also favorable. Judging from their participation in the program, Cal Poly students are in support of the program, which offers them leadership experience. Resources for the 1990 program have been committed. Program modifications will include expansion of the targeted geographical area to include more school districts in the greater Los Angeles area; limitation of participants to 20 so as to not overtax resources; increased efforts to quell parental reluctance to allow children, especially Hispanic females, to participate; and the establishment of a similar program for high school counselors. (CML)

ED 314 634 CE 053 994

Yuen, Steve Chi-Yin
A Study of the Diversified Technology Program in Mississippi.
PUB DATE- 2 Dec 89
NOTE- 23p.; Paper presented at the Annual Convention of the American Vocational Association (Orlando, FL, December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *School Counselors; Secondary Education; Secondary School Curriculum; Teaching Experience; *Technical Education; *Technological Advancement; *Vocational Directors; Vocational Education; *Vocational Education Teachers; Vocational Schools
IDENTIFIERS- *Mississippi

A study described the backgrounds of Mississippi diversified technology secondary teachers and their attitudes toward the program; how the program is perceived by vocational counselors and vocational directors; how seriously committed to the program are

Foreign Countries; Graphic Arts; *Independent Study; Information Technology; Interviews; *Listening Comprehension; Nontraditional Education; *Reading Skills; Speech Instruction; Telecourses; Telephone Usage Instruction; *Writing Skills

IDENTIFIERS- *Great Britain

These instructional materials are companions to the British Broadcasting Company's television series called "Stepping Up" and "Step Up to Wordpower," first broadcast in October and November 1989, respectively. They are intended to help adults prepare for the British certificate of qualification in communication skills. An introductory section explains what the communications certificate is, how adults can obtain it, and how this document can help them prepare. It emphasizes that, regardless of communication method, readers should consider their communication purpose and the audience with whom they are communicating and that readers should use dictionaries and word finders to help find the appropriate word and spell it correctly. Chapter 1 addresses how to communicate through writing and includes sections on grammar, punctuation, spelling, handwriting, getting started with writing, editing, proofreading, letters, letter writing, forms, form-filling, notes, and personal writing. Chapter 2 contains materials on communicating through reading and includes sections on reasons for reading, reading methods, reading beyond the words, reading to learn, and reading for pleasure. Chapter 3 concerns communicating through talking and listening and includes sections on nonverbal communication, asking effective questions, making a point, giving instructions, pronunciation, using the telephone, communication in groups, and interviews. Communicating with graphics is addressed in chapter 4, and chapter 5 takes up communicating via information technology. All chapters contain designated key points, activities, review sections, assignments, and lists of printed references. (CML)

CG

ED 314 648 CG 022 178

Osterweis, Marian; Townsend, Jessica
Health Professionals and the Bereaved.

Gupta, D.; And Others
Perceptions of Abuse in the Long-Term Care Setting.
PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elder Abuse; *Employee Attitudes; *Health Personnel; *Institutionalized Persons; Long Term Care; Nurses; Nurses Aides; *Nursing Homes; *Older Adults; Physicians

Although elder abuse has received much attention in recent years, little is known about long-term care staff perceptions of active and passive abuse. Health care professionals (N=72) responsible for direct care of patients within a 275-bed skilled nursing facility completed questionnaires on elder abuse. Responses were from physicians (N=6), registered nurses (N=18), licensed practical nurses (N=13), nurse aides (N=21), physician extenders (N=4), allied health professionals (N=6), and dietary staff (N=4). Data from the registered nurse, licensed practical nurse, nurse aide, and physician groups were analyzed and compared using the student t-test. The results revealed that nurse aides had significantly lower scores than the nurse and physician groups, and that age and length of experience in long-term care in the nurse aide group were strongly correlated with misconceptions regarding elder abuse. Nurse aides with less than 5 years of long-term care experience or who were under 40 years of age were more frequently noted to have misconceptions regarding elder abuse. These findings suggest that the issue of elder abuse must be addressed in inservice training programs within long-term care settings and that both passive and active forms of abuse must be emphasized. The study instrument is appended. (Author/NB)

ED 314 662 CG 022 195

Rapaport, Ross J.; And Others
Report on National Collegiate Alcohol Awareness Week Fall 1989.
Central Michigan Univ., Mount Pleasant.
PUB DATE- 89
NOTE- 25p.; Prepared by CMU Alcohol/Drug Program Coordinating Group.

academic and mental health counseling; and alternate social activities, and that facilitate parent-child communication will prevent most teenage pregnancies. These efforts will strengthen the physical, mental, and economic health of the rural community involved. The project planning and implementation process itself will strengthen the sense of community. (Author/ABL)

ED 314 678 CG 022 213

Helge, Doris

Report of Pilot Project Regarding Strategies for Enhancing Self-Esteem of At-Risk Students.

National Rural and Small Schools Consortium, Bellingham, WA.

PUB DATE- 89

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Child Abuse; Depression (Psychology); Drug Use; *High Risk Students; Intermediate Grades; Intervention; Junior High Schools; Middle Schools; Pilot Projects; *Program Effectiveness; *Self Esteem; Sexuality

A pilot project was conducted to determine effective strategies for enhancing the self-esteem of "at-risk" students. The project involved middle school students (N=12) from a wide variety of socioeconomic backgrounds and ability levels. The students were determined to be "at-risk" for learning because of depression, child abuse, sexual activity, and/or drug use. Curriculum dealt with the issues of self-acceptance, choices, feelings, cooperation, communication skills, relationships, expectations, and personal responsibility. Through a variety of self-esteem enhancement exercises, the students made significant increases between pre- and post-test scores regarding self-esteem. Their academic scores and attendance rates also increased. Many students opened up emotionally revealing sexual activity, suicidal behavior, molestation, and drug abuse experiences. The purpose of the next project will be to enhance the self-esteem of students who are "at-risk" for learning. The project will simultaneously provide support systems for teachers and others in the school system who are involved with the students. (Author/ABL)

Cafferty, Elsie; Lavaty, Evelyn
Nebraska Career Guidance Program Handbook.
Kearney State Coll., NE. Center for Vocational Education.
SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE- 89
NOTE- 895p.
LANGUAGE- English
EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Awareness; Career Counseling; *Career Development; *Career Education; *Career Guidance; Career Planning; Elementary Secondary Education; Prevocational Education; State Curriculum Guides; *Vocational Education
IDENTIFIERS- *Nebraska

This Handbook was developed for statewide dissemination to K-12 counselors and teachers in Nebraska, for use in a comprehensive career guidance and counseling program. The activities described in the handbook are developmental and sequential, and they address learning, personal/social, and career guidance goals from elementary through senior high school. These activities are subdivided by grade level, and each activity sheet lists general goals, specific objectives, level, materials needed, procedure, comments, national guidelines, evaluation criteria, and resources. Student, teacher, and counselor assessment instruments and an extensive bibliography are appended. (TE)

ED 314 694 CG 022 230

Johnston, Lloyd D.; And Others
Illicit Drug Use, Smoking, and Drinking by America's High School Students, College Students, and Young Adults 1975-1987.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-89-1602
PUB DATE- 88
NOTE- 340p.
GRANT- 3-R01-DA-01411
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing

Elementary Education; Phonics; Prompting; Publishing Industry; *Reading Instruction; *Reading Readiness; Reading Research; Textbook Publication; Theory Practice Relationship
IDENTIFIERS- *Emergent Literacy; Reading Theories

A study examined two 1989 basal reading series' (published by McGraw Hill and Holt) readiness/priming sequences in order to ascertain the theoretical bases of each and then compared the findings with those of an earlier study. All pages of the readiness/priming sequence student texts and workbooks of both basal reading series were analyzed using the Program Profile Continuum Survey of Readiness in the Basal Reader. Results indicated that the readiness/priming sequences provided with basal reading series focus predominantly on the grapho-phonic cueing system, ignoring the semantic, syntactic, and pragmatic cueing systems required by the psycholinguistic theory of reading. Results also indicated that regardless of the use of such terms as "emergent literacy" in the philosophical and merchandizing statements, publishers of basal series continue with the word recognition practices of viewing letters and sounds of letters as prerequisites to reading. (Ten tables of data are included. Evaluation instruments, additional tables of data, and 53 references are attached.) (RS)

ED 314 710 CS 009 855

Marzano, Robert J.
Evaluations of the "Tactics for Thinking" Program: Summary Report.
Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Techniques; Cognitive Development; *Critical Thinking; Educational Research; Elementary Secondary Education; Higher Education; *Learning Strategies; *Skill Development; *Teaching Methods
IDENTIFIERS- *Tactics for Thinking; *Thinking Skills

This report summarizes and describes the findings for a number of studies which assess the effects of "Tactics for Thinking," a program designed to teach and reinforce 22 tactics (strategies) for justifying answers significantly improved the performance of groups asked prediction questions but not groups asked review questions. Results also indicated a nonsignificant trend toward superior performance of the experimental groups over the control group, suggesting that importance and explicitness of ideas are appropriate foci in designing discussion questions. (Twelve tables of data are included; 71 references are attached.) (Author/RS)

ED 314 725 CS 009 904

Ward, Pat; And Others

Paul Bunyan Takes A Wife--Developing Language, Reading, and Thinking Abilities through Creative Arts: An Alternative to Performance Centered Instruction.

PUB DATE- 2 May 89

NOTE- 55p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989). Some illustrations may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Creative Works (Literary and Dramatic) (030) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Class Activities; Elementary Education; Elementary School Students; *Reading Games; Reading Materials; Sensory Aids; Teacher Developed Materials

IDENTIFIERS- Reading Motivation

This guide, designed for the elementary level, contains written and oral language activities involving the five senses which are intended to help teachers develop enthusiastic readers. The guide's five sections are as follows: (1) My Very Own Paul Bunyan Songbook; (2) A Logger's Log; (3) Teacher's Instructions for the Magic Wall and Parachute Choreography; (4) Paul Bunyan Takes a Wife; and (5) Selected Pictures. (SR)

ED 314 726 CS 009 905

presentations of storyreading have an effect on children's literacy learning, a study examined whether teachers can be trained to provide a structure for listening to stories and whether this type of presentation would result in significant gains in children's story understanding. Five kindergarten teachers from urban and suburban school districts in Eastern Central Illinois participated in the study. Experimental and control group selection for morning or afternoon time slots were randomly assigned. During the first week the teachers were observed daily as they read stories to each of their classes and on the fifth day were videotaped as they read "At Mary Bloom's." For the remaining three weeks, the teachers continued to read stories daily to both groups using the checklists for preparation and record keeping which they developed in individual inservice sessions with the investigator. For the duration of the study the teachers were videotaped at the end of each week in order to document their progress. Twelve preselected children were individually interviewed on recall, ability to answer probe questions, and word reading ability. Evidence gathered revealed that children's story understanding can be enhanced by storyreading procedures which draw on the children's own experiences and highlight similar experiences among the story characters. Focusing on the story grammar elements is also a successful technique. It appeared that children's story understanding can best be measured by the recall task, which includes propositions provided in children's answers to probe questions as well. (Eight tables of data are included and 34 references are attached.) (MG)

ED 314 740 CS 009 920

Mosenthal, James H.; And Others
Comprehension Instruction and Teacher Training: More Than Mentioning.
PUB DATE- Nov 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; Higher Education; *Preservice Teacher Education; *Reading Comprehension; *Reading Instruction; Reading Strategies; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Reciprocal Teaching

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Correspondence; *Computer Assisted Instruction; Computer Literacy; High Schools; Microcomputers; Minimum Competency Testing; Technical Writing; Word Processing; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- *New York State Regents Competency Tests; Writing Contexts

Recognizing the rapid establishment of the computer as a routine instrument of instruction, this guide demonstrates with lesson outlines and materials the many ways in which English and/or computer literacy teachers can use microcomputers to teach RCT (Regents Competency Test) English Writing Practice topics. Front matter consists of a foreword, introduction, notes for the user, acknowledgements, preface, a description of suggested classroom management procedures, a brief "Introduction to RCT English Writing Practice" addressed to educators, and an overview of using the word processor. The body of the guide is in three main sections, corresponding to the three separate tests comprising the RCT. The first section deals with business letters in 9 topics and with 20 related student materials. The second section deals with reports in 5 topics and 17 related student materials. The third section looks at compositions in 3 topics and 15 related student materials. Appendixes include a glossary of computer terms, software duplication guidelines, and other computer-related information. (SR)

ED 314 754 CS 212 193

Walker, Bernard A., Ed.; Klein, Dorothy, Ed.
Infusing Critical Thinking Skills into the Middle School English Classroom.
New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.; New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-0-88315-909-0
PUB DATE- 88
NOTE- 270p.; Computer drawings, pages 235-241, will not reproduce well.
AVAILABLE FROM- Curriculum/Sales Unit, Division of Computer Information Services, Room 313, Neck Rd. and E. 22nd St., Brooklyn, NY 11229 ($17.00).
LANGUAGE- English

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; Cultural Context; Figurative Language; Foreign Countries; International Relations; Journalism; *Mass Media Role; Media Research; *News Reporting; Presidents of the United States; *Rhetorical Criticism; *Terrorism
IDENTIFIERS- American Broadcasting Company; Carter (Jimmy); *Iran Hostage Crisis; Khomeini (Ayatollah Ruhollah); *Media Coverage

A study examined reports broadcast by ABC News between November 8, 1979 and December 7, 1979 in its series entitled "Crisis in Iran: America Held Hostage." Transcripts of approximately 50% of actual broadcasts were subjected to rhetorical critical analysis, from which the finding emerged that confusion was the predominant characteristic in ABC's description of events in Iran. President Jimmy Carter and the Ayatollah Khomeini were portrayed by ABC as potentially able to bring order to the situation but failing to do so. Americans were described as "frustrated" and "outraged," and their reactions shown as contrasting sharply with the Carter Administration's measured approach, were contrasted with the Carter Administration's measured approach, which was portrayed as being based on principles and high morals. The meaning of the crisis came to be summarized in ABC coverage as a test of the strength, image, and power of the United States. The analysis shows that events were considered for their symbolic value even more than for their pragmatic effects. Power became critically tied to image, and the possibility of American military action came to be viewed from the perspective of what message it would send to Iran and of the American unity it would reflect. Such attempts to label events based upon predisposed ideas, expectations, and limited knowledge prevent Americans from seeing the realities of given situations. (Eighty-five notes are included.) (SG)

ED 314 768 CS 506 948

Corder Lloyd E.; And Others
Total Telephone Tips.
PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

Kaplan, Ira T.; Greenbaum, Howard H.
Neglected Variables in the Measurement of Group Communication Effectiveness.
PUB DATE- Oct 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Business Communication (Indianapolis, IN, October 26-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Group Experience; Group Membership; *Interaction Process Analysis; *Interpersonal Communication; Job Performance; *Models; *Organizational Communication; Organizational Effectiveness; *Problem Solving
IDENTIFIERS- *Group Theory; *Small Group Communication

Three instruments designed to evaluate the performance of work groups in organizations were analyzed with reference to a recently developed comprehensive model of the group problem solving process. Although each instrument measured nine or ten dimensions of group behavior, none of them measured more than seven of the 16 categories of variables defined by the model. Recommendations are that researchers and practitioners keep this model in mind when they design experiments or interventions, to help them avoid overlooking potentially important variables. There appears to be a need for a valid, reliable, and comprehensive instrument to measure the full range of variables that are relevant to group interaction and performance. (One table containing comparisons of models is included.) (Author/KEH)

ED 314 782 CS 506 997

Greenbaum, Howard H.; Kaplan, Ira T.
A Metatheory of Organizational Group Behavior.
PUB DATE- Nov 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Business Communication (Las Vegas, NV, November 5-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; *Group Behavior; Higher Education; Models; Organizational Communication; *Research Design

Simmons, Robert E.; And Others
Behavioral and Managerial Models That Can Help Improve AIDS Campaign Planning.
PUB DATE- May 88
NOTE- 47p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 25-29, 1988). Occasional filled-in type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Behavioral Science Research; Behavior Change; Communication Research; *Health Education; Health Promotion; *Management by Objectives; *Models; Public Health; *Research Methodology; Research Needs; Systems Approach
IDENTIFIERS- *Health Communication

This paper focuses on the challenge raised by the acquired immunodeficiency syndrome (AIDS) epidemic regarding the need to improve the effectiveness of health communication or education campaigns. The paper discusses the behaviors underlying health information processing and particularly what is called the "knowledge but not behavior-change phenomenon" and the importance of managerial structure in the conceptualization, design, and evaluation of health information or education programs. The paper advances the argument that an integrative model based on systems theory would serve researchers and planners better than micro-level models dealing with Knowledge, Affect, or Practice (KAP) variables, opinion- or attitude-holding, attitude-change processes or even health beliefs taken by themselves. The paper argues that systems theory represents a larger scale theory that offers the potential for integrating smaller theories fruitfully. The latter part of the paper deals with the application of segmentation and Management by Objectives (MBO) principles. Two tables of data are included; 93 references are attached. (RS)

ED 314 796 CS 507 017

O'Donnell, Mabry M.
Principles, Patience, and Persuasion: Some Reflections on the Art of Raymond Yeager.
PUB DATE- Nov 89

Countries; *Mass Media Effects; *Mass Media Role; Media Research; *News Media; *Presidential Campaigns (United States); *Press Opinion; *Public Opinion
IDENTIFIERS- Carter (Jimmy); Fantasy Theme Analysis; Iran; *Iran Hostage Crisis; Khomeini (Ayatollah Ruhollah); Reagan (Ronald)

The attention of Americans and their mass media to the lengthy hostage-taking episode known as the "Iran Hostage Crisis" was unprecedented, especially in light of the apparently limited significance of the hostage-taking as a geo-political event. A study used fantasy-theme analysis of print news coverage (news stories, editorials, letters to the editor, and editorial cartoons) of the events in Iran to identify the motivations of journalists and their audiences in attending to the events and coverage of them. The study found evidence supporting journalists' assertions that they cover events because of their "newsworthiness" to audiences, and supporting the assertion that news has an inherently rhetorical dimension. The study also examined motives of the American public influencing Ronald Reagan's victory over Jimmy Carter in 1980, and how news coverage contributed to this outcome. Finally, the study suggests the dangerous foreign policy environment established when a democratic state's journalists cover foreign news in the fashion they covered the events in Iran. (One hundred seventy-nine notes are included.) (SR)

ED 314 811 CS 507 044

Belvin, Robert; Botan, Carl
Research Methods in Public Relations.
Rutgers, The State Univ., New Brunswick, NJ. School of Communication, Information, and Library Studies.
REPORT NO.- SCILS-RR-89-11
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Uneven type quality throughout.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Course Organization; Curriculum Development; Higher Education; Models; *Public Relations; *Research Methodology; Student Research; Undergraduate Study

In response to the need for research methods training in the public

Wisconsin State Legislature passed Chapter 118. This legislation mandates school systems to implement programs that assist children with their school problems. Based on the Chapter 118 imperatives, three Wisconsin counties implemented programs that join parents, the school, and the human service system together to help children at risk. The Marquette County program, begun in 1986, includes early intervention with children at risk, inhome family services, parental support, and coordination between involved adults. Currently 12 families are on the active case load; the average length of treatment is 6 months. The at-risk child's improvement in classroom behavior and in study habits are the main criteria for a successful outcome. Changes, frequently coming only in small doses, are seen as building blocks toward bonding the family, the child, and the school. The bibliography contains four references. (KM)

ED 314 826 EA 021 500

Smith, Wilma F.; Andrews, Richard L.
Instructional Leadership: How Principals Make a Difference.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-164-X
PUB DATE- 89
NOTE- 165p.
AVAILABLE FROM- Publications, Association for Supervision and Curriculum Development, 125 N. West Street, Alexandria, VA 22314 (Stock No. 611-89142; $14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Effectiveness; Administrator Evaluation; Educational Improvement; Elementary Secondary Education; *Instructional Leadership; Leadership Qualities; *Leadership Responsibility; *Principals; *School Administration; *School Supervision; Teacher Administrator Relationship; Teacher Supervision

Educators have great moral, ethical, and legal obligations to create schools where all students can achieve their full potential and receive an equal opportunity to succeed in society. Central to that goal are principals who act as instructional leaders. Drawing upon literature, research, and case studies of principals in practice, the first four of six chapters present a clear portrait

Model Policy on Identifying and Reporting Child Abuse and Model Policy and Rules on Procedures for Investigating Allegations of Abuse of Students by School Employees.
Iowa State Dept. of Education, Des Moines.
PUB DATE- Nov 89
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; Child Neglect; Elementary Secondary Education; School Policy; *Sexual Abuse; *Teacher Responsibility; *Teacher Student Relationship
IDENTIFIERS- *Iowa

Since 1985, Iowa has required certain health practitioners, social workers, certified school employees, psychologists, licensed day care providers, and other professionals to report suspected cases of child abuse directly to the Department of Human Services (DHS). Since school employees are not persons responsible for a child's care under the child abuse laws, a school employee who abuses a student is not subject to investigation by the DHS. Subsequently, the Iowa State Legislature has required that all schools adopt a uniform procedure for investigating allegations of abuse of students by school employees. The first of two sections within this document provides the model policy on identifying and reporting child abuse, the reporting procedures, and information on reporting. The appendices to the first section include a list of the DHS's officers, and a suspected child abuse reporting form. Contained within the second section is a model policy for investigating allegations of student abuse by a school employee. Appended is a student abuse report; a level-one investigation report; a list of Chapter 102 complaints for 1989-90 and 1990-91; a list of Iowa licensed investigators; the sexual abuse law and the reasonable force law; information regarding Chapter 102; and a Board of Education Examiner's complaint form. (KM)

ED 314 840 EA 021 529

Education in Alaska: Report to the People. Fiscal Year 1989.
Alaska State Dept. of Education, Juneau.

Administrators, 1801 N. Moore Street, Arlington, VA 22209 (Stock No. 021-000253; $2.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; *Educational Testing; Elementary Secondary Education; Intelligence Quotient; *Intelligence Tests; Norm Referenced Tests; Pamphlets; *Standardized Tests; *Student Evaluation; Testing Programs

A wave of criticism has been leveled at standardized achievement tests of basic skills. Part of the debate concerns the types of tests administered, such as the Standardized/Norm-Referenced tests, Criterion-Referenced tests, Minimum Competency tests, National Assessment of Educational Progress tests, alternatives to standardized tests, IQ tests, and aptitude tests. It is argued that data generated by using any method of testing can potentially be misused. That is why the American Association of School Administrators has chosen to state its position on a number of vital testing issues, including the following: (1) norm-referenced testing; (2) criterion-referenced testing; (3) teacher-made assessments; (4) truth-in-testing legislation; (5) curricular alignment/teaching to the test; (6) overtesting; (7) beyond standardized testing; (8) making fair comparisons; (9) releasing test scores; (10) minimum competency testing; (11) district testing experts; and (12) a national curriculum. (SI)

ED 314 855 EA 021 556

A School Is a Workplace: The Report of the ICC Colloquium on Working in the Schools (New York, New York, December 9, 1988). New Perspectives 01.

New York State Industrial Cooperation Council, New York.

PUB DATE- Aug 89
NOTE- 37p.
AVAILABLE FROM- Publication Sales, New York State Industrial Cooperation Council, 1515 Broadway, 52nd Floor, New York, NY 10036 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Case Studies; Change Strategies;

PUB DATE- May 89
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demography; *Educational Trends; Elementary Secondary Education; Family Characteristics; Foreign Countries; *Labor Force; *Social Indicators; *Sociocultural Patterns; Trend Analysis
IDENTIFIERS- *Alberta

The major societal trends happening in Alberta, Canada, have an impact on educational effectiveness in the region. Statistics are provided in the areas of demographics, family and society, Alberta's youth, labor force, and advances in science and technology. The section on demographics includes data on population growth, births, fertility rates, preschool population, school-age population, non-school-age adult population, aging population, rural-urban distribution, migration/immigration, and native population and fertility rates. Topics in the section on family include family size, husband-wife and single parent families with and without children at home, abortions, marriages and divorces, family income, social assistance and poverty, female lone parenthood, and educational attainment of the over-15 population. Young offenders, teen sexuality, teen pregnancy, substance use and treatment, and suicides are highlighted in the Alberta's youth section. Labor force participation by marital status and sex, part-time employment, and unemployment are highlighted in the labor force section. The science and technology section cites the growing use of computers and other information technology in Canada, while a final section notes the continuing importance of the Canadian Charter of Rights and Freedoms, including minority language educational rights. Space is provided for user notes on implications a particular trend or trends may have on his or her operation. The appendix includes a glossary of terms and a list of sources used to compile this document. (SI)

ED 314 869 EA 021 642

Allred, Stephen
A Legal Guide to Public Employee Free Speech in North Carolina.
North Carolina Univ., Chapel Hill. Institute of Government.
REPORT NO.- ISBN-1-56011-095-3
PUB DATE- 89
NOTE- 59p.

Handicapped Students in the Danish Educational System.
Ministry of Education, Copenhagen (Denmark).
PUB DATE- Mar 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Delivery Systems; *Disabilities; Educational Philosophy; *Educational Practices; *Educational Principles; Elementary Secondary Education; *Foreign Countries; *Mainstreaming; Preschool Education
IDENTIFIERS- *Denmark

The educational policy of Denmark and the educational system which has evolved from this policy are described. The policy states that everyone has a right to the same access to education and training, regardless of sex, social origins, geographic origins, and physical or mental handicap; and all public education is free of charge from the age of 5 or 6 years. Following a 9-year program in the Folkeskole, students continue their education along academic or vocational lines. In 1980, social reform for education of the handicapped was implemented in Denmark, centered around three main principles: normalization, decentralization, and integration. The concept of special educational assistance includes special instruction, stimulation and training, counseling/guidance, and educational aids. The Danish system also emphasizes individual assessments to determine appropriate placement, a continuum offering various degrees of integration, and leisure-time education and remedial instruction for adults with handicaps. A series of tables provides statistics on the present situation, indicating number of preschool children receiving special educational assistance, in total, by handicap, and by type of assistance provided; and percentage of primary school pupils receiving special education, in total, by grade, by handicapping condition, and by type of assistance. (JDD)

ED 314 885 EC 222 024

Simon, Rosalyn
Help for Special Children.
Interstate Research Associates, Inc., Washington, D.C.

ED 314 898 EC 222 056

Larry P. Task Force Report. Policy and Alternative Assessment Guideline Recommendations.

California State Dept. of Education, Sacramento. Div. of Special Education.

PUB DATE- Jan 89
NOTE- 109p.; For other reports in this series, see EC 222 053-055.
AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Black Students; Court Litigation; *Disabilities; *Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; Intelligence Tests; *Minority Groups; *Regular and Special Education Relationship; Special Education; State Standards; *Student Evaluation; Student Placement; Test Bias
IDENTIFIERS- *California; Larry P v Riles

The report summarizes findings and recommendations of a California Task Force which arose out of a California court decision (Larry P. versus Riles) which prohibits the use of intelligence tests for assessing black pupils to determine their placement in special education programs and requires alternative means of assessment. Seven major recommendations are presented concerning inservice training, selection of alternative means for assessing intellectual functioning, general education's responsibility, and development of state and local norms including ethnic representation. Most of the report consists of guidelines for school psychologists and others on the Individualized Education Program team. The following areas are considered: (1) general education's role in the general education/special education continuum (e.g., the school consultation team process); (2) interface in the general education/special education continuum; (3) special education's assessment role in the general education/special education continuum (e.g., procedural model of assessment, report of documentation); (4) conceptual strategies (e.g., developmental assessment, ecological assessment, neuropsychological assessment, skills within subjects); and (5) selection of instruments (e.g., tests prohibited for black assessment for special education and

*Primary Education; Problem Solving; *Psychomotor Objectives; *Psychomotor Skills; Self Concept; *Teaching Methods

The movement-exploration activities described in this book are designed to appeal to primary-level children's natural instinct toward imaginative play and discovery and offer opportunities to develop physical skills in a familiar environment. The discovery of the physical self involves body-part and body-surface identification, isolated movements of body parts, ability to balance, developing an understanding of one's relationship to the environment, manipulating an object and the body into different shapes, and serial movement. The activities involve movement with such items as beanbags, chairs, paper cups, and rubber bands. A problem-solving approach is taken by offering children challenges such as "How can you make your foot, knee, and arm touch together?" or "How can you balance a hat upside-down on your head while you tiptoe backward?". Correctness of solution is not a factor, nor are student responses recorded. Body-part identification, prepositional positions (beside, between, far away), locomotor skills, directional movement, quality of motion (big, fast, sneaky) and imagination ("pretend the towel is slippery'" are general skills emphasized in the various challenges. A chart references which activities will best develop which skills. (PB)

ED 314 913 EC 222 073

Hill, Diane Pagnotto
PAATCH: Program of Auditory Articulation Therapy for Children. Expanded Version. New Carryover Home Activities.
REPORT NO.- ISBN-0-88450-416-6
PUB DATE- 89
NOTE- 127p.; Program cards are included with the document but not reproduced on microfiche.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($19.95, Catalog No. 7618).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Speech); *Articulation Impairments; *Auditory Training; *Parent Participation; Preschool Education; Primary Education; *Speech Therapy; *Teaching Methods

This program of auditory articulation therapy de-emphasizes production-oriented therapy in working with unintelligible instructional methodology, program management, transition planning, community-based instruction, coordination with vocational education, and use of adult service agencies. The bulk of the document consists of appendixes including the course syllabi, the Salt Lake City School District's Master Plan for Transition Services, and a reference to an instructional videotape prepared as part of the Project's perpetuation component. 21 references. (DB)

ED 314 927 EC 222 087

Public Law 99-457: An Act To Amend The Education of the Handicapped Act To Reauthorize the Discretionary Programs under that Act, To Authorize an Early Intervention Program under That Act for Handicapped Infants and Toddlers and Their Families, and for Other Purposes. S. 2294. 99th Congress.

Congress of the U.S., Washington, D.C.

PUB DATE- 8 Oct 86

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accessibility (for Disabled); Deaf Blind; Demonstration Programs; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Legislation; Educational Technology; Education Work Relationship; Eligibility; *Federal Aid; *Federal Legislation; Individualized Programs; *Infants; Postsecondary Education; Program Evaluation; Secondary Education; Severe Disabilities; Teacher Education; Toddlers

IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

The text of Public Law 99-457, the Education of the Handicapped Amendments (1986) is presented. Title I focuses on handicapped infants and toddlers with sections specifying: definitions, general authority, general eligibility, continuing eligibility, requirements for statewide system, the individualized family service plan, state applications and assurances, uses of funds, procedural safeguards, payor of last resort, state interagency coordinating councils, federal administration, allocation of funds, and authorization of appropriations. Title II concerns handicapped children aged 3 to 5 with sections detailing pre-school grants and eligibility for financial assistance. Title III presents discretionary programs with sections on: regional resource and federal centers; services for deaf-blind children and youth; early education for handicapped children; programs for severely

Teachers of English as a Foreign Language Conference (23rd, Coventry, England, March 31-April 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Communicative Competence (Languages); *English (Second Language); Foreign Countries; Second Language Instruction; Surveys; *Teacher Attitudes; Teacher Education; *Teaching Methods
IDENTIFIERS- *Jagiellonian University (Poland)

Teachers in an English-as-a-Second-Language (ESL) program at a Language Center in a Polish university were surveyed about the impact the ESL instruction they received had on their own teaching methods in other subjects. Results indicate that the communicative approach was attractive to teachers of all subjects. Twenty percent of all language teachers interviewed said they were adapting and using most of the techniques they experienced in the ESL language program, especially warm-up activities, that were entirely new to them. Other techniques which language teachers found attractive included directed writing with limited time and a limited number of words, and testing techniques such as cloze tests. They tried to incorporate authentic materials and video techniques in their teaching. Sixty percent of the teachers surveyed, mostly science teachers, were applying group and pair work activities, argument and discussion techniques, and problem-solving tasks. Fifteen percent of the teachers were medical faculty and were primarily attracted by different testing techniques. The remaining 5%, basically arts and humanities teachers, concentrated on writing techniques. One psychology professor decided to open special group therapy residential courses combined with foreign language instruction, using the communicative approach. Several students of the Language Center decided to change their subjects of professional interest and become English teachers as a result of participating in the ESL program. (MSE)

ED 314 941 FL 018 284

Preparing Refugees for Skilled Employment: Methods and Materials for Coordinated Instruction in Vocational Skills, English as a Second Language, Mathematics, Work Orientation and Independent Job Search.
Jewish Employment and Vocational Service, Philadelphia, PA. Center for Career Services.

Appendices contain a list of department expenditures for 1981-82, notes on those expenditures, training notes on a teaching method used in the department, and a list of literacy materials available in 1981. The document concludes with an epilogue offering recommendations and a 67-item bibliography. (CML)

ED 314 555 CE 052 775

Kelly, Thomas
Inner City Adult Education: The Liverpool Experience. Manchester Monographs No. 30.
Manchester Univ. (England). Centre for Adult and Higher Education.
REPORT NO.- ISBN-0-902252-11-9
PUB DATE- Nov 87
NOTE- 73p.
AVAILABLE FROM- Haigh and Hochland, Precinct Centre, Oxford Road, Manchester M13 9QA, England (4 pounds).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Community Education; *Extension Education; Foreign Countries; Higher Education; Literacy Education; *Nonschool Educational Programs; *Outreach Programs
IDENTIFIERS- *England (Liverpool)

This document describes efforts to educate inner city adults in Liverpool, England, since 1969. The prologue describes two approaches (the university settlement approach and the community development approach) historically used to provide education to inner-city adults. It also reports the feeling in Britain by 1969 that a nation of Britain's affluence at that time was obligated to use education to help those classified as disadvantaged. The second chapter describes adult education in Liverpool during the 1970s and includes the work of the settlements; use of the community development approach in Liverpool; the designation of the inner city as an educational priority area; the reasons for a breakdown in relations among education administrators; the inner area study that was conducted by Liverpool City Council, Merseyside County Council, and the Department of the Environment; a course, called Second Chance to Learn, for working class men and women who had left school as early as legally possible; and an adult literacy project. The third chapter describes what happened to adult education in Liverpool during the 1980s and includes university adult education, the workers' educational association, the local by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 14 units are: orientation; safety; introduction to printing; measurement; typesetting; paste-up; process camera; Itek 430 camera; stripping; plate making; offset duplicator operation; offset press operation; platen press operation; and finishing operations. (KC)

ED 314 568 CE 053 158

Romano, Marie
Cosmetology/Hairstyling. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 327p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Barbers; Basic Skills; Communication Skills; *Competency Based Education; *Cosmetology; Hygiene; Integrated Curriculum; Mathematics Skills; Science Instruction; Secondary Education; Vocational Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the cosmetology/hairstyling program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also

safety; tools; tubing and pipe; soldering equipment; soldering; basic mechanical refrigeration; basic compression refrigeration; refrigerant system servicing; and electrical. (CML)

ED 314 581 CE 053 171

Mahieu, Louis
Plumbing and Heating. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 69p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Buildings; *Building Trades; Communication Skills; *Competency Based Education; *Construction Industry; Construction Materials; Craft Workers; Hand Tools; *Heating; Integrated Curriculum; Mathematics Skills; *Plumbing; Safety; Science Instruction; Secondary Education; Shop Curriculum; Skilled Occupations; Trade and Industrial Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the plumbing and heating program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theory and basic skills covered. Also listed are the expected student outcomes. The 19 instructional units included are: orientation; materials: steel pipe; fittings: steel pipe; hand tools: threading steel pipe; power tools; hand tools: manual; hand tools: power; measuring; cast iron

Attitudes; *Educational Practices; *Educational Research; Foreign Countries; Postsecondery Education; *Research and Development Centers; *Research Utilization; *Role of Education; Theory Practice Relationship
IDENTIFIERS- *West Germany

Empirical research in education seems to have an international tendency to concentrate on problems that can be grasped adequately. But that approach tends to direct more research to smaller and smaller areas, where results are more precise but more irrelevant for the complex practice of education. To try to bridge this gap between research and practice in adult education in West Germany, a special institute was founded more than 20 years ago. The institute, in Frankfurt, is now one of the largest scientific institutes in the field of adult education. The Paedagogische Arbeitsstelle (PAS)--in English, the Educational Working Center for Adult Education--is a mediation agency bringing adult education researchers and practitioners together through meetings of researchers and practitioners and through production of more than 100 publications yearly. PAS focuses on the learning process of adult education and what is really changing through the process. Researchers also work with practitioners in the classroom to improve educational strategy. This institute is especially valuable at the present time, when adult education is experiencing a resurgence and growth in West Germany. Not only are professional and vocational courses becoming ever more popular, but more and more people are also taking cultural and personal development courses. (KC)

ED 314 595 CE 053 922

Mosser, John W.; Muller, Brita
Raising America's Awareness of Cooperative Education: A Historical Overview of the National Commission for Cooperative Education Public Service Advertising Campaign.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Advertising; *Cooperative Education; Postsecondary Education; *Program Effectiveness; *Program Implementation; Publicity; *Public Relations
IDENTIFIERS- *Advertising Council

Christmas, Oren L.
Why Enroll? Student Enrollment Strategy in the College of Agriculture and Home Economics.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *College Programs; *Enrollment Influences; Enrollment Trends; Higher Education; *Majors (Students); Parent Influence; *Student Recruitment; Vocational Education
IDENTIFIERS- *New Mexico State University

A study was conducted to investigate the factors related to freshman student enrollment in the College of Agriculture and Home Economics at New Mexico State University. A Likert-type survey instrument was developed and administered to a random sample of 106 freshman students enrolled in the college during the 1989 spring semester, excluding those enrolled in home economics. Usable responses were received from 83 (78 percent) of the students surveyed. Factors that students considered influential in their decision to enroll in the college included their agricultural experiences, the perceived opportunities in agriculture, their interest in agriculture, involvement in the secondary agricultural education program, and a feeling of usefulness. Parents were the most influential persons in the students' choice of course of study. Other influential factors included students' secondary program and participation in 4-H clubs. Based on the study, recommendations were made that the college's recruitment efforts should focus on (1) the opportunities available in the field of agriculture; (2) the personal feeling of usefulness or accomplishment possible through employment in the agricultural industry; (3) providing agriculturally related experiences for students; and (4) the parents/guardians of students as influences. (KC)

ED 314 609 CE 053 960

Leach, James A.
An Investigation of Trainer Certification (Preparation) Programs in the Private Sector.
PUB DATE- Dec 89
NOTE- 16p.; Paper presented at the American Vocational Association

ED 314 623 CE 053 982

Trade and Technical Volumes I: Access Skills. Vocational Readiness Skills. Missouri LINC. Assessing Vocational Education.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Nov 88
NOTE- 347p.; For related documents, see CE 053 979-990.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($22.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Air Conditioning; Carpentry; Commercial Art; Communication Skills; Competency Based Education; Drafting; *Educational Diagnosis; Educational Objectives; Electronic Technicians; Employment Potential; Heating; Interpersonal Competence; Mathematics Skills; *Occupational Information; Printing; Refrigeration; Secondary Education; *Special Needs Students; *Trade and Industrial Education; Vocational Aptitude; Vocational Education; Vocational Evaluation; Vocational Maturity
IDENTIFIERS- *Missouri

This document contains trade and industrial occupations-related materials to help teachers and parents teach access skills to Missouri junior high and high school special needs students who want to pursue a vocational program in carpentry; commercial art; drafting; electronics; heating, air conditioning, and refrigeration; or offset lithography and printing. Access skills are defined as those skills needed to access vocational education programs and be successful in the world of work. An introduction explains this document's relationship to other documents about Missouri vocational education and describes the document's contents. The next six sections contain competency lists, skills checklists on which teachers can record student competency, and instructional activities relevant to the six vocations. The activities cover each of the five major areas (math, physical demands and working environment, aptitudes, temperament, and vocational) of Missouri's Vocational Readiness Inventory. Glossaries, tool lists, teacher and student worksheets, and lists of resources are included. The document concludes with 10

school administrators; the teachers' and vocational directors' opinions regarding budget, teaching enrichment, course prerequisites, course content, course credits, course offerings, student recruitment, teacher training, curriculum, instructional materials, and equipment; and the strengths, weaknesses, and needs of the program. Data were collected by questionnaires completed by 44 diversified technology teachers, 42 vocational directors, and 42 counselors at all 44 vocational centers offering the program. The return rates for the three groups of professionals ranged from 95.5 to 100 percent. The following are among the findings reported: (1) most teachers came from industrial arts, science, or vocational education, with an average of 6.8 years of teaching experience; (2) a majority of teachers, counselors, and administrators reported their belief that the general public is not aware of the program, but teachers reported support for the program among counselors, administrators, and other teachers; and (3) a majority of directors reported that their central administration had provided an adequate budget, lab space, inservice training, and instructor preparation time. (The document includes two references, seven tables, and a chart illustrating the 2-year diversified technology curriculum for 11th and 12th graders.) (CML)

ED 314 635 CE 053 995

Yuen, Steve Chi-Yin; Duo, Jeong-Fong
Developing a Management Information System for Cooperative Education.
PUB DATE- 2 Dec 89
NOTE- 18p.; Paper presented at the Annual Convention of the American Vocational Association (Orlando, FL, December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Managed Instruction; Computer Software; *Cooperative Education; Database Management Systems; *Decision Making; *Information Management; *Management Information Systems; Postsecondary Education; Secondary Education

Developing a management information system (MIS) is one approach to meeting the information collection, storage, manipulation, and usage needs of cooperative education. Within cooperative education, MIS can help in the areas of accountability, program planning, decision making, management of cooperative education activities, and program evaluation. The following steps are involved in the

Institute of Medicine (NAS), Washington, D.C.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS-(ADM)88-1552
PUB DATE- 88
NOTE- 55p.; For related documents, see CG 022 179-180.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTORS- Adults; *Age Differences; Children; Coping; *Death; *Emotional Adjustment; Emotional Response; *Family Problems; *Health Personnel; Social Support Groups
IDENTIFIERS- *Bereavement

Based on the premise that health care providers and institutions have a professional obligation to help bereaved families, this booklet focuses on the role of health care professionals in lessening distress, helping prevent pathological outcomes, and assisting the bereaved toward a satisfactory outcome. The information provided in this guide is especially designed to alert health care professionals to signs among the bereaved that warrant referral to a mental health professional. A section on adult bereavement looks at the phases of bereavement reactions and the end of the bereavement process, identifies those who may be at risk following bereavement, and discusses the need for professional intervention. The section on children and bereavement examines children's fears, fantasies, and behavior and identifies children at risk for poor outcomes. Roles of health professionals working with the bereaved are identified, the special problems associated with sudden death are considered, and the continuing responsibilities of health professionals are discussed. The next section addresses cautions about the use of medications for bereavement reactions. A section on community resources addresses the issues of lay versus professional help, characteristics of bereaved clientele, and the timing and impact of bereavement interventions. References are included; support group information is appended. (NB)

ED 314 649　　　　CG 022 179

Osterweis, Marian; Townsend, Jessica
Mental Health Professionals and the Bereaved.
Institute of Medicine (NAS), Washington, D.C.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; *Alcohol Education; *College Programs; *Drug Abuse; *Drug Education; Higher Education; Information Dissemination; Program Descriptions; Publicity
IDENTIFIERS- *Central Michigan University

Central Michigan University has been systematically addressing alcohol and other drug problems on its campus through an Alcohol and Drug Abuse Intervention and Prevention Program (ADAIPP) which provides structure, coordination, and support for a number of coexisting programs on campus. During the 1988-89 academic year, these programs culminated in a National Collegiate Alcohol Awareness Week (NCAAW) in Fall of 1989. This report states the goals of NCAAW and summarizes the different programs and activities of the participants. These include a planning retreat, a professional development seminar, Isabella County and Mount Pleasant City programs, residence hall programs, programs sponsored by fraternities and sororities, Campus Recreational Services NCAAW activities, Wellness Resource Center activities, an Alcohol and Drug Recovery Panel, a report on media coverage from the campus Media Relations office, a Designated Driver program, and campus-wide publicity campaigns. An evaluation of the event is included, along with follow-up plans. A faculty reaction instrument is included. (TC)

ED 314 663 CG 022 197

Leung, S. Alvin
Factors Affecting the Career Aspirations of Asian Americans.
PUB DATE- Aug 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; *Career Choice; Career Development; College Students; Comparative Analysis; Higher Education; Interest Inventories; *Occupational Aspiration; Sex Differences; Surveys; *Vocational Interests

ED 314 679 CG 022 214

Santa Lucia, Sister Paul Marie
Developing and Implementing Democratic Parenting Methods in a Group Home Servicing Children Ages Three to Eleven.
PUB DATE- 89
NOTE- 79p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Children; *Democracy; *Group Homes; Models; *Parenting Skills; Program Implementation; *Staff Development; Training

Society still carries the lingering remains of the autocratic cultural mores of reward and punishment. Staff in a group home setting for children must be aware of the complexity caused by the mingling of autocratic and democratic mores. This phenomenon causes discrepancy in parenting methods. It was surmised that training the staff (N=4) at one group home to parent according to a democratic model would eliminate this discrepancy and prepare the children (N=16) to live in a democratic society. Staff parent training sessions and weekly meetings with the children were implemented which incorporated the values of equality and mutual respect. The six staff training sessions were based on human development, children of alcoholics, effects of sexual abuse, motivations of misbehavior, communicating effectively with children, and developing a more concise understanding of self and child. The training combined with the greater empathy established through the weekly meetings, resulted in improved attitudes for both staff and children and a subsequent decline in children's negative behaviors. (Staff questionnaire, weekly staff evaluation form, and children's attitude survey stem sentences are appended and a 46-item bibliography is attached.) (Author/ABL)

ED 314 680 CG 022 215

Pynoos, Jon; Ohta, Russell J.
The Caring Home Program: In-Home Interventions for Alzheimer's

Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Drug Abuse; Drug Addiction; Drug Use; Higher Education; High Schools; High School Seniors; *Illegal Drug Use; Marijuana; Research Design; Research Methodology; Secondary Education; Social Influences; Social Psychology; Sociocultural Patterns; *Student Attitudes; *Student Behavior; Student Subcultures; Trend Analysis; *Young Adults
IDENTIFIERS- *Monitoring the Future; University of Michigan

This report is the 11th in an annual series reporting the drug use and related attitudes of America's high school seniors and young adults. The findings, which cover the high school classes of 1975 through 1987, come from an ongoing national research and reporting program entitled "Monitoring the Future: A Continuing Study of the Lifestyles and Values of Youth," conducted by the University of Michigan's Institute for Social Research. The opening three chapters review the design and content of the "Monitoring the Future" study, provide an overview of key findings, and describe the study design and procedures. Chapters 4 through 9 focus on high school seniors, providing data on prevalence and trends in drug use, use at earlier levels, degree and duration of drug highs, attitudes and beliefs about drugs, and the social milieu for seniors. Chapters 10 through 13 cover the prevalence, trends, attitudes, and social milieu of post-high school young adults, while chapters 14 and 15 focus on prevalence and trends in drug use among college students. Chapter 16 provides other findings from the study, including the use of nonprescription stimulants, daily marijuana use, and data correlating drug use with other factors. Estimates adjusted for absentees and dropouts are appended. (TE)

ED 314 695 CG 022 231

Ediger, Marlow
The At Risk Pupil.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Compensatory Education; *Educationally Disadvantaged; Elementary Education; *High Risk

enhancing specific cognitive operations (thinking skills) that aid in the processing, retention, and extension of content-specific information. Part 1 on the report, "Combined Studies," describes those studies that combined two or more of the tactics into a "hybrid" intervention. These studies focused primarily on the effects of the tactics on student achievement as measured by standardized tests or student grades. Part 2 of the report, "Studies on Individual Tactics," summarizes individual studies done to test the hypothesized effect of individual tactics, as follows: attention control, deep processing, power thinking, goal setting, concept attainment and development, pattern recognition, synthesizing, proceduralizing, analogical reasoning, extrapolation, evaluation of evidence, examination of value, decision making, elaboration, nonlinguistic patterns, and everyday problem solving. Forty-two tables of data and one figure are included. An appendix contains estimations for some of the tables. (SR)

ED 314 711 CS 009 856

Marzano, Robert J.; Marzano, Jana S.
A Study of Basic Words in Elementary School Textbooks.
Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Vocabulary; Elementary Education; Reading Research; Reading Strategies; *Textbook Content; Textbook Research; *Word Frequency; Word Lists
IDENTIFIERS- Prefixes; Suffixes; *Words

A study was conducted to answer the question, "What are the basic words in a list of words kindergarten through sixth grade students will frequently encounter in their reading?" The study was limited to the words the students would encounter in their textbooks (including basals). A corpus of 7,230 words was then analyzed by two raters to determine those that were basic. The major finding was that out of 7,230 high frequency words, 5,084 were found to be basic. The study also indicated that there are identifiable high frequency basic words that can be used as a tool for classroom instruction. Specifically, the 5,084 words identified in the study

Fowler, Elaine D.
Raising Spelling Scores through Peer Tutoring and Cooperative Groups.
PUB DATE- Apr 89
NOTE- 7p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (8th, Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cooperative Learning; Elementary Education; Group Activities; Grouping (Instructional Purposes); Instructional Effectiveness; *Peer Teaching; *Spelling; *Spelling Instruction; *Tutoring; Word Lists
IDENTIFIERS- Spelling Growth

Two techniques can be used to improve spelling scores and make spelling more interesting. The first technique is a combination of peer tutoring and the corrected-test technique. Students are paired as tutors and tutees on the basis of past spelling performance. The tutor gives a series of bi-weekly spelling tests to the tutee and helps with error correction. Research on this technique showed that all members of the class spelled more words correctly after peer tutoring than before, tutees made greater gains than their tutors, and attitudes about spelling became more positive. The second technique involves dividing the class into small groups which complete spelling exercises together. If the group is successful, members are rewarded with 15 minutes of free time; if all members of the group are not successful in scoring at least 80% on the test, they spend the 15 minutes reviewing the spelling words. This cooperative approach resulted in higher class achievement for the low spelling achievers and suggested that the better students also benefitted significantly. Both techniques utilize the positive aspects of more individualized instruction and increase student involvement. (One figure is included.) (MG)

ED 314 727 CS 009 906

Hubbell, Victoria
Using Informational Material to Spark Reading Interests in Adolescents.
PUB DATE- 89

Comprehension instruction must engage students in strategic behaviors over an extended period of time. These extended encounters are necessary to allow students to internalize the strategy and gain sufficient efficiency with the new procedure to justify its continued use. Unfortunately, teacher training programs often reinforce a notion of teaching that works against in-depth comprehension instruction. In the context of undergraduate reading methods courses, a program was designed to provide preservice teachers with the experience of learning a new strategy in an instructional setting and the experience of applying the strategy to aid comprehension. One particular form of comprehension instruction (reciprocal teaching) was adopted for sustained focus. The preservice classes were divided into groups of from four to six students. The groups practiced reciprocal teaching simultaneously. The class's experiences during instruction are reflected in a sample transcript of the group's discussion and journal entries describing the students' reaction to the procedure. The journal entries reflect a generally positive experience with the reciprocal teaching procedure, but laced with the difficulties and frustrations inherent in learning a new cognitive strategy. The transcript shows developing competence with the form of the interaction and the use of the component strategy. Designing and implementing this type of instruction require experience in learning and using strategies and are not enhanced by instruction in which such strategies are merely "mentioned." (RS)

ED 314 741 CS 009 922

Anderson, Richard C.; Armbruster, Bonnie B.
Some Maxims for Learning and Instruction. Technical Report No. 491.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 15p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Guidelines; Higher Education;

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Critical Thinking; English Curriculum; Instructional Materials; Lesson Plans; *Microcomputers; Middle Schools; *Thinking Skills; Word Processing
IDENTIFIERS- Apple II; Middle School Students; New York (New York)

Intended for teachers and supervisors, this guide offers a working knowledge of current approaches to the direct application of the computer to the classroom. The guide demonstrates the many ways in which English departments can use microcomputers to assist teachers in teaching middle school English critical thinking skills topics. The guide is divided into 77 topics (such as analogies, genre, dictionary skills, report writing, and sequencing details). The lesson plans for each topic not only support and enrich the teaching of the content of the curriculum but also encourage and improve student investigation. Provided in the guide are specially designed modules to train students for standardized writing and reading tests. Appendixes list: the Apple Picture Disks, the MS DOS Picture Disks, and a Glossary of Selected Critical Thinking Terms. Software Duplication Guidelines, Copying Public Domain Diskettes for MS DOS and the Apple II, tips on caring for your diskettes and sources to contact for more help are also attached. (MG)

ED 314 755 CS 212 194

Scioli, Frances; And Others
Computers in the English Classroom.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.; New York City Board of Education, Brooklyn, NY. Office of Technology.
REPORT NO.- ISBN-0-88315-832-9
PUB DATE- 87
NOTE- 136p.
AVAILABLE FROM- Curriculum Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston St., Brooklyn, NY 11201 ($17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

(050)
DESCRIPTORS- *Business Communication; *Communication Skills; Higher Education; Nonverbal Communication; Sales Workers; Student Developed Materials; *Telephone Usage Instruction; Verbal Communication
IDENTIFIERS- *Telephone Apprehension; *Telephone Courtesy

This manual of telephone behavior tips for business and sales professionals offers ways to handle the disgruntled caller and makes suggestions on topics relevant to the telephone. The manual is divided into the following sections and subsections: (1) Common Courtesy (staff tips, answering the telephone, screening calls, transferring calls, taking messages, and eight helpful tips); (2) Nonverbal Communication (physical environment, once upon a time...., don't let posture cramp your style, service with a smile, dress for success, and be heard when you speak); (3) Problem Callers (the complainers, the silent type, how to tame a hostile caller, and how to learn from know-it-alls); and (4) Telemarketing (the telephone as a sales tool, five steps to success, general tips, prospecting, six tips for the initial greeting, introduction to the sales process, setting up sales appointments, ten ways to prepare for objections, cold calling, rejection, and the ten biggest mistakes made). The manual was developed by students in a business communications class. (MG)

ED 314 769 CS 506 953

Dart, Peter
Bus--Bath--Bed: A Rationale for Irrational Predicate Identifications in the Service of Creativity.
PUB DATE- 18 Nov 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Development; *Creative Thinking; *Creativity; Creativity Research; Discovery Processes; Intuition
IDENTIFIERS- *Idea Generation; *Intrapersonal Communication

Creativity theory supports the conclusion that when a person recognizes the isomorphism in an analogic construct, that insight

IDENTIFIERS- *Metatheory; *Organizational Behavior; Small Group Communication

This paper focuses on the organizational group, noting the lack of an integrated theoretical base, describing the nature of group behavior theories, and suggesting the employment of a metatheory framework to improve both the theoretical integration and the practical application of group behavior research. The paper first considers four general approaches to group behavior: field theory, exchange theory, interaction theory, and systems theory. It then proposes a general conceptual framework or metatheory for classifying the variables addressed in specific theories of group behavior, and for organizing and summarizing the findings of small group research. The paper uses the metatheory to analyze and compare four systems theories of group behavior, and to integrate the results of eleven illustrative research studies. Finally, the paper argues that the metatheory approach serves both to integrate research findings and to facilitate the identification of variables that affect group performance. One figure and four tables of data are included; 56 references are attached. (SR)

ED 314 783 CS 507 000

Jensen, Marvin D.

Second Thoughts as Intrapersonal Communication.

PUB DATE- 90

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Behavior Patterns; Communication (Thought Transfer); Diaries; *Discourse Analysis; Language Patterns; Letters (Correspondence); *Metacognition; Rhetorical Invention; Self Congruence

IDENTIFIERS- *Intrapersonal Communication

Although the study of thought processes is sometimes considered to be the province of psychologists, the realm of internal dialogue can legitimately be studied as intrapersonal communication. Second thoughts, also termed self-talk or dissonance, can be discovered and examined in speech drafts, monologic letters, and diaries. For example, the patterns of revision and occasional return to earlier phrasing are partially revealed in five handwritten versions of the Gettysburg Address, as Abraham Lincoln continued to rethink his

NOTE- 6p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; *Credibility; Higher Education; Motivation Techniques; *Persuasive Discourse; *Professional Recognition; Speech Communication; Speech Instruction; *Teacher Effectiveness
IDENTIFIERS- Debate Coaches

Raymond Yeager, director of forensics and professor of speech at Bowling Green State University, has made a major contribution to the field of speech communication. He has been much appreciated as professor, mentor, and friend. Yeager, the personification of the "good man skilled in speaking," is a well-spoken gentleman of principle who analyzed each audience and carefully applied his unequalled persuasive abilities to the audience concerned. He deserves the laurel of thanks for teaching without didacticism, for mentoring without manipulation, for example without bombasticism, and, most of all, for friendship without expectation of return. (KEH)

ED 314 797 CS 507 018

Nelson, Victoria
The Gender Gap and Women's Issues in the 1988 Presidential Campaign.
PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Discourse Analysis; *Females; Political Attitudes; *Political Candidates; *Political Issues; *Presidential Campaigns (United States); Public Opinion; Social Influences; Socioeconomic Influences; *Television Commercials; Values
IDENTIFIERS- Bush (George); *Gender Gap; Issue Salience; Political Communication; *Political Image; Political Rhetoric

Two factors during the 1988 presidential campaign were largely relations undergraduate curriculum, this paper identifies the range of possible formats for a public relations research methods course (analyzing strengths and weaknesses for each) and recommends a hybrid format. The paper then identifies and compares different goals for research methods classes in public relations versus communication, journalism, and mass communication. On the basis of the available models, and balancing of goals, the paper then proposes specific course content for a full semester course. One figure and one table of data are included. (Author/SR)

ED 314 812 CS 507 047

Dowling, Ralph E.; Flint, Lyle
The Relational and Content Dimensions of Argumentativeness: An Analysis of Some Persistent Questions.
PUB DATE- 8 Apr 90
NOTE- 31p.; Paper presented at the Annual Meeting of the Southern States Speech Communication Association (Birmingham, AL, April 4-8, 1990). For a related document, see CS 507 041.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; *Communication Skills; Higher Education; Personality Traits; Persuasive Discourse; *Sex Differences; *Verbal Communication
IDENTIFIERS- *Argumentativeness; Ball State University IN

A study tested the prediction that men's and women's relative responses to the Argumentativeness Scale will change if the items are worded consistently so as to make more or less salient the content and process dimensions of arguing. Respondents, 564 students enrolled in basic public speaking courses at Ball State University, were each provided with a demographic survey, the verbal aggressiveness scale, one of five differently worded versions of the Argumentativeness Scale, and four three-item semantic differential items. Results indicated that rewording the items produced significantly different scores. Results regarding sex differences were also consistent with the recurring problem of different definitions of "argument" and with the predictions of the study. Findings confirmed the prediction that debaters' and nondebaters' scores would not be significantly different on forms that mention issues but that they would differ on forms that did of the instructional leader. Principals with very different communication, management, and personal styles can all be strong instructional leaders. Possessing the key qualities of resource provider, instructional resource, communicator, and visible presence, strong instructional leaders spend a substantially greater percentage of time on educational program improvement. Consistent with current literature on organizational theory and practice, this book emphasizes the importance of the underlying themes and values that hold a system together. Additionally, a clinical supervision model requiring the supervisor to observe the principal in action, to discuss relevant issues and provide feedback, and to develop a plan for the principal's evaluation is provided. Appended is a zero-base job analysis questionnaire, the score sheet and instructions, a discussion of administrative job dimensions, a time analysis sheet, and a time summary sheet. (87 references) (KM)

ED 314 827 EA 021 501

Donaldson, Gordon; Quaglia, Russell
Integrating Knowledge in Educational Administration: Moving beyond Content. Improving the Preparation of School Administrators. Notes on Reform No. 3.
National Policy Board for Educational Administration, Charlottesville, VA.
PUB DATE- Nov 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Case Studies; Change Strategies; *Course Content; Course Objectives; *Curriculum Enrichment; *Educational Administration; Educational Change; Elementary Secondary Education; Higher Education; *Management Development
IDENTIFIERS- *Educational Restructuring

An experiential course in administrative practice was designed at the University of Maine to address public and professional demands for competency-centered preparation courses. The course employs a predesigned case study replicating a school setting to move students beyond theory and into the interpersonal relationships and personal dimensions of school leadership practices. The underlying conceptual framework that guided course development is presented in

PUB DATE- Nov 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *At Risk Persons; *Educational Administration; *Educational Development; *Educational Finance; Elementary Secondary Education; Enrollment Rate; Graduates; Public Education
IDENTIFIERS- *Alaska

This report describes Department of Education activities as those activities related to the six educational goals and expected outcomes for students established by the Alaska State Board of Education: (1) student achievement; (2) at-risk students; (3) professional development; (4) district administration; (5) support for public education; and (6) department support programs. Specific information about funding for school operations, food service, and other special activities is included in 9 statistical tables on enrollment, graduates, personnel, operating expenditures, operating revenues, cigarette tax distribution, debt retirement, and operating fund balances. A staff directory is included. (SI)

ED 314 841 EA 021 530

Owens, Thomas; McClure, Larry
New Developments in Improving the Integration of Academic and Vocational Education. Program Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1
NOTE- 30p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Education; Cooperation; *Curriculum Development; Educational Development; *Integrated Curriculum; Secondary Education; Teacher Education; *Teaching Methods; *Vocational Education

Challenges exist in secondary education, and new developments are being made in the area of integration of academic and vocational education. The first section of this paper focuses on the need for

*Educational Change; *Educational Environment; Educational Quality; Elementary Secondary Education; Instructional Effectiveness; *School Effectiveness; *School Organization; *Teacher Role
IDENTIFIERS- *Educational Restructuring

A colloquium on educational reform held in New York brought together leading educators, union representatives, business leaders, and public officials to discuss one of the greatest challenges to the state and the nation: improving America's public schools. As a follow-up to the discussion, this report documents the most pressing reform issues. The need for reform is discussed in the first section in terms of creating a school environment that is an effective workplace. First, barriers to effective school workplaces are discussed; these exist in the form of lack of respect and status for the teacher "worker"; questions of teacher empowerment and administrator fears; teacher isolation; and poor quality of school structure and organization. The second section deals with four problems with the reform agenda: confusing reform terminology; teacher pressures; lack of workable measures of accountability; and the failure of the Comprehensive School Improvement Program. Agreeing on the goals of reform is the focus of the third section, while agreeing on the means for effective reform is taken up in section 4; such means include increasing discussion between labor and management; adoption of new models; industry cooperation; and accountability measures that work. The last section offers proposals for further consideration in the following areas: (1) participatory decision-making; (2) regulation and accountability; (3) research and development; (4) collective bargaining; and (5) administrator/teacher preparation. Six case studies and a list of colloquium participants are appended. (SI)

ED 314 856 EA 021 558

Preiss, Jane S.
Home Schooling, What's That?
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Educational Methods; Educational

AVAILABLE FROM- Publication Sales, Institute of Government, CB 3330, Knapp Building, University of North Carolina, Chapel Hill, NC 27599-3330 ($7.00; 5 percent sales tax for North Carolina residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Court Litigation; Elementary Secondary Education; *Freedom of Speech; *Government Employees; Labor Relations; *Laws; Legislation; *Personnel Policy; State Courts
IDENTIFIERS- *North Carolina

Determining whether an employee's First Amendment free speech interests should prevail over legitimate employer concerns for an efficient workplace is a difficult question that this book attempts to answer. To give public employers and public employees an understanding of the legal framework in which free speech issues are decided is the purpose of this book. The first section traces the development of the public employee free speech right in the decisions of the United States Supreme Court, setting forth the basic analytical framework within which these cases are decided. The second section focuses more closely on the variables within the Supreme Court's analytical framework by examining a number of lower court decisions, paying particular attention to the decisions of the North Carolina Court of Appeals, the North Carolina federal district courts, and the Fourth Circuit Court of Appeals. (SI)

ED 314 870 EA 021 643

Instructional Technology: Policies and Plans. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE- 89
NOTE- 27p.; Black and white photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; Educational Media; *Educational Technology; Elementary Secondary Education; *Staff Development
IDENTIFIERS- *New York

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 33p.; For the Spanish version, see EC 222 025.
GRANT- G008720216
AVAILABLE FROM- National Information Center for Children and Youth with Handicaps, P.O. Box 1492, Washington, DC 20013 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Educational Legislation; Educational Testing; Elementary Secondary Education; Federal Legislation; Federal Programs; Individualized Education Programs; Parent Participation; *Parent Rights; Parent Role; *Student Placement; *Student Rights
IDENTIFIERS- *Education for All Handicapped Children Act

In large type and in very simple language, this pamphlet informs parents about the provisions of Public Law 94-142. It states that children with handicaps can go to public school with other children, that the school must give the special help that children with handicaps need to learn in school, and that the special help is called special education. It provides a sample letter that parents can use in asking the school to assess the child for special education placement and a sample letter asking the school for a due process hearing. It shows an example of a form granting parental permission for psychological evaluation, an Individualized Education Plan (IEP) form, and a form indicating the parents' consent to have the child placed in a special education program. The pamphlet briefly outlines what is included in an IEP and describes the parents' role and rights during the placement process. (JDD)

ED 314 886 EC 222 025

Simon, Rosalyn
Ayuda para Ninos Especiales (Help for Special Children).
Interstate Research Associates, Inc., Washington, D.C.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 33p.; For the English version, see EC 222 024.
GRANT- G008720216

identification of bias in assessment). A glossary and bibliography of about 100 references are also provided. (DB)

ED 314 899 EC 222 057

Chicken Shed Integrated Theatre Workshop. Centre for Studies on Integration in Education Factsheet.

Centre for Studies on Integration in Education, London (England).

PUB DATE- 89

NOTE- 13p.; Photographs may not reproduce well.

AVAILABLE FROM- Centre for Studies on Integration in Education, 4th Floor, 415 Edgware Rd., London, England NW2 6NB (1 pound 50 pence).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Acting; *Disabilities; Dramatics; *Drama Workshops; Foreign Countries; *Mainstreaming; *Social Integration; Theaters

IDENTIFIERS- Chicken Shed Theatre Workshop (England); England (London)

This factsheet describes a theater workshop in London, England, called Chicken Shed, in which children with and without disabilities or learning difficulties work together to produce performances for public audiences. The factsheet describes the members of the theater workshop, the group's philosophy, the opportunities it offers, the impact of integration on workshop members and staff, and the progress which has been made through an emphasis on team work and a recognition of key components of successful integrated theater. Chicken Shed developed its first integrated workshop session in 1982, by having children with disabilities work alongside older members on a one-to-one basis. As the students developed skills and confidence, they were integrated into their age groups within the mainstream workshop sessions. The workshop's principles emphasize equality of opportunity, respect for individual differences, and dedication to striving for high standards for all. Numerous black and white photographs illustrate the text. (JDD)

ED 314 900 EC 222 058

3-to-6-year-old children. It proposes auditory training activities, which train the child's ears on all sounds in error in order to facilitate readiness for correct production of sounds. Production training is then suggested for subsequent use, when children begin successful sound production. The program is applicable to both group and individual therapy sessions. Referents for sounds are used to help children make and retain meaningful associations and to diminish the abstract nature of phonemes. A set of reproducible activity pages is offered for parents to work with their children at home. Appendices include lists of meaningful words, household words, and category words for each sound, and 21 reproducible pages of pictures to go with parent activities. A set of 21 cards containing articulation pictures for initial position for all target sounds is also included. (PB)

ED 314 914 EC 222 074

Using Personal Computers To Acquire Special Education Information. Revised. ERIC Digest #429.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062207
AVAILABLE FROM- The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Networks; *Databases; *Disabilities; Elementary Secondary Education; Faculty Development; Information Networks; *Information Services; *Microcomputers; Preschool Education; Professional Development; Resources; Special Education

This digest offers basic information about resources, available to users of personal computers, in the area of professional development in special education. Two types of resources are described: those that can be purchased on computer diskettes and those made available by linking personal computers through handicapped children; postsecondary education; secondary education and transitional services; grants for personnel training; grants to state educational agencies and institutions for traineeships; research and demonstration projects; panels of experts; captioned films and educational media for handicapped persons; technology, educational media, and materials for the handicapped; and financial assistance. Title IV amends various miscellaneous sections related to removal of architectural barriers, state administration, Indians, qualified personnel, and evaluation. (DB)

ED 314 928 EC 222 089

Stigi, John, Ed.; Rivera, Richard J., Ed.
Regulatory Requirements for Devices for the Handicapped.
Food and Drug Administration (DHHS), Rockville, MD. Center for Devices and Radiological Health.
REPORT NO.- FDA-87-4221
PUB DATE- Aug 87
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Assistive Devices (for Disabled); *Biomedical Equipment; *Communication Aids (for Disabled); Compliance (Legal); *Disabilities; *Federal Regulation; *Mobility Aids; Prostheses; *Sensory Aids

This booklet explains in question/answer form the basic regulatory requirements established by the Food and Drug Administration (FDA) of the federal government concerning the manufacture, marketing and distribution of medical devices (including implantable devices and devices previously regulated as drugs) for persons with disabilities. Topics covered include: the definition of a handicapped person, classification of medical devices (according to the amont of control needed to assure the device's safety and effectiveness), implantable devices, devices previously regulated as drugs (transitional devices), registration and listing, premarket notification, good manufacturing practices, performance standards, premarket approval, investigational device exemptions, custom devices, trade secrets and confidential information, and color additives for devices. (PB)

SPONS. AGENCY- Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Policy, Planning and Evaluation.
PUB DATE- 87
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assembly (Manufacturing); Classroom Techniques; *English (Second Language); Instructional Materials; Job Search Methods; *Job Skills; Limited English Speaking; Mathematics Instruction; *Program Design; *Refugees; Second Language Instruction; Skilled Occupations; Teaching Methods; *Vocational Adjustment; *Vocational Education; Woodworking

This manual serves as a guide for the evaluation, design, administration, and teaching of vocational training programs for limited-English-proficient (LEP) students, based on a coordinated vocational skills curriculum developed for refugee clients. The vocational focus of the program is woodworking and skilled assembly, but the principles of program design and the pedagogical concepts are transferable to instruction in other trades, vocational English as a Second Language (VESL), vocational mathematics, work orientation, and job searching. The manual is divided into four parts. The first part outlines the following issues in the design and implementation of specialized vocational training programs for LEP students: (1) evaluation and selection of trade areas; (2) curriculum design and coordination; (3) selection of language(s) of instruction; (4) testing and evaluation; (5) program marketing and job development; and (6) counseling and placement. Part 2 presents 7 sample project plans, with instructor's notes for curriculum developers and vocational trainers, and examples of project-specific exercises in VESL, mathematics and mechanical drawing. Part 3 contains sample exercises in technical vocabulary development, English grammatical structure, oral communication skills, mathematics and measurement, and mechanical drawing and design. An annotated bibliography of teaching and reference materials comprises part 4. (MSE)

ED 314 942 FL 018 285

Janks, Hilary
Critical Linguistics: A Starting Point for Oppositional Reading.
PUB DATE- 89

education authority, the Second Chance to Learn project, writers' workshops, and a personal comment about community education's blending of social work and adult education. Notes on each chapter and an index conclude the document. (CML)

ED 314 556 CE 053 146

Gorman, Dolores
Medical Office Receptionist/Assistant. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 250p.; For related documents, see CE 053 147-174.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Allied Health Occupations Education; Anatomy; Basic Skills; Business Correspondence; Communication Skills; *Competency Based Education; Human Body; Integrated Curriculum; Mathematics Skills; *Medical Assistants; Medical Case Histories; *Medical Services; Occupational Information; Science Instruction; Secondary Education; *Secretaries

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the medical office receptionist/assistant program. These pages are organized by instructional unit and the topics within each unit. The following categories accompany each topic and associated task(s): the theories; communication, math, and science skills covered; and the expected student outcomes. Among the 61 units are: safety; career opportunities; professional listed are the expected student outcomes. The 36 units are: orientation; hygiene and grooming; visual poise; personality development; professional ethics; bacteriology; sterilization and sanitation; draping; shampooing; scalp and hair care; hair shaping; finger wave; wigs; hairstyling; permanent waving; hair coloring; hair lightening; chemical hair relaxing; thermal hair straightening; thermal waving, curling, and blow-dry styling; manicuring; the nail and disorders of the nail; theory of massage; facials; makeup; false eyelashes; hair removal; cells; the skin and disorders of the skin; anatomy; electricity and light therapy; chemistry; salon management; the hair and disorders of the scalp and hair; honing and stropping; and shaving. (KC)

ED 314 569 CE 053 159

Vastano, Josephine; And Others
Food Services. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 230p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Bakery Industry; Basic Skills; Communication Skills; *Competency Based Education; *Cooking Instruction; Dining Facilities; Food Handling Facilities; *Food Service; Foods Instruction; Food Standards; Hygiene; Integrated Curriculum; Mathematics Skills; Science Instruction; Secondary Education; Vocational Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation

soil pipe selection (C.I.); no-hub soil pipe selection; copper tubing; plastic pipe and tubing; waste pipe/venting; testing; plumbing fixtures and appliances; waste handling techniques; water distribution; hot water heating systems; and solar. (CML)

ED 314 582 CE 053 172

Holmes, Kenneth
Custom Cabinetmaking. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 75p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Blueprints; *Building Trades; *Cabinetmaking; Communication Skills; *Competency Based Education; *Construction Industry; Construction Materials; *Craft Workers; Finishing; Hand Tools; Integrated Curriculum; Mathematics Skills; Safety; Science Instruction; Secondary Education; Shop Curriculum; Skilled Occupations; Trade and Industrial Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the cabinetmaking program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theory and basic skills covered. Also listed are the expected student outcomes. The 16 instructional units included are: orientation; careers in custom cabinetmaking; safety; blueprint reading; plans, specifications, and codes; hand

This article provides an overview of a major national advertising campaign in support of cooperative education designed to expand postsecondary cooperative education in the United States. Conducted by the Advertising Council at the request of the National Commission for Cooperative Education and endorsed by 700 colleges and universities, the U.S. Department of Education, the President of the United States, and major U.S. corporations, the campaign began in 1984. The paper provides information on the Advertising Council and its work; the application process for a council campaign; goals for the cooperative education advertising campaign; a timeline of key cooperative education advertising campaign events; current status of the campaign; a summary of media exposure for the cooperative education advertising campaign; a sample of campaign print advertisements; limitations to the campaign; and conclusions. (KC)

ED 314 596 CE 053 923

Social Science Research and the Grievance Arbitration Procedure. Work Place Topics, Volume 1, Number 3.
American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.
PUB DATE- Dec 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Arbitration; *Collective Bargaining; Employer Employee Relationship; Employment Practices; *Grievance Procedures; *Labor Relations; *Negotiation Agreements; Postsecondary Education; Strikes; Union Members; *Unions
IDENTIFIERS- Tennessee Valley Authority

This report contains four papers presented at conferences jointly sponsored by trade unionists and members of the academic community. As explained in the introduction by Michael E. Gordon, the papers focus on grievance procedures, examining both recent research on the topic and its implications for organized labor. The following papers are included: (1) "Institutional Contributions from Studying the Union Grievance Procedure" (Richard B. Peterson, David Lewin); (2) "Behavioral Research on Grievance Administration" (Michael E. Gordon, Gerald E. Fryxell); (3) "Building Member Commitment to the Union: The Role of the Grievance Procedure" (Paul F. Clark, Daniel

Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administration; Adult Education; *Corporate Education; Labor Force Development; Management Development; On the Job Training; *Program Implementation; *Staff Development; Standards; *Teacher Certification; Teacher Qualifications; *Trainers

As part of a larger 2-year study of the nature of excellent vocational educators who work in business and industry, this paper describes what has been learned from a number of case studies about trainer "certification" (preparation) programs in business and industry. More specifically, the paper describes the processes used to certify trainers and knowledge and skills taught in certification programs conducted in five companies headquartered in Illinois. The companies include Deere and Company, Commonwealth Edison Company--Production Training Center, Arthur Andersen and Company, Bellcore TEC, and Allstate Insurance Company. For each training company, the report provides a company profile and a description of the trainer preparation/certification process. The report also identifies competencies taught in the company-sponsored trainer certification programs and summarizes the processes used in these programs. (KC)

ED 314 610 CE 053 961

Hollenbeck, Kevin
Employer Involvement with Postsecondary Technical Education Institutions.
PUB DATE- 5 Dec 89
NOTE- 16p.; Paper presented at the International Vocational Education and Training Association Conference (Orlando, FL, December 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Business Responsibility; Economics; *Educational Improvement; Educational Policy; *Education Work Relationship; Institutional Cooperation; Job Skills; Outcomes of Education; *Policy Formation; Postsecondary Education; Program Improvement; *Public Policy; *School Business Relationship; Technical Education;

instructional modules that teach how to apply basic measurement concepts, use basic first aid, become familiar with occupational vocabulary, figure square feet and cubic feet, identify and use tools, identify colors, perform basic operations using decimals and percents, perform basic operations using fractions, perform physically demanding movements, and recognize and read blueprints. The modules include task analysis sheets and directions for instruction. (CML)

ED 314 624 CE 053 983

Trade and Technical. Volume II. Access Skills. Vocational Readiness Skills. Missouri LINC. Assessing Vocational Education.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Nov 88
NOTE- 410p.; For related documents, see CE 053 979-990.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($22.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Agricultural Engineering; Auto Body Repairers; Auto Mechanics; Communication Skills; Competency Based Education; *Educational Diagnosis; Educational Objectives; Employment Potential; Interpersonal Competence; Machinists; Maintenance; Mathematics Skills; *Occupational Information; Power Technology; Secondary Education; Small Engine Mechanics; *Special Needs Students; *Trade and Industrial Education; Vocational Aptitude; Vocational Education; Vocational Evaluation; Vocational Maturity; Welding
IDENTIFIERS- *Missouri

This document contains trade and industrial occupations-related materials to help teachers and parents teach access skills to Missouri junior high and high school special needs students who want to pursue a vocational program in auto body repair, auto mechanics, building maintenance and custodial work, diesel mechanics, machinist, small engine repair and agricultural power and machinery, or welding. Access skills are defined as those

process of developing an MIS for cooperative education: (1) determining program goals and objectives; (2) identifying information and data needs; (3) building the database by determining data collection and procedures and by determining the methods for storage and manipulation of information; and (4) reporting and using the information. There are a number of commercially available computer software packages that serve very well as the basis for a locally developed MIS, even though they were not originally developed for that purpose. Among them are The Placement Assistant, Easytrieve, Report Generator, Statistical Analysis Systems, dBase, Reflex, Minitab, and Statistical Package for the Social Sciences. Program information needs should determine what hardware and software is purchased. The computer system selected should allow management, information processing, and educational applications. Ideally, the computer component should be compatible with any mainframe computer in use in the school so that information already available in the student database can be shared between them. (The document contains an 18-item bibliography.) (CML)

ED 314 636 CE 053 998

Standardized Tests: Their Use & Misuse.
Business Council for Effective Literacy, New York, NY.
PUB DATE- Jan 90
NOTE- 6p.; Document contains small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Functional Literacy; *Literacy Education; *Standardized Tests; *Student Evaluation; *Test Use
IDENTIFIERS- Comprehensive Adult Student Assessment System; National Assessment of Educational Progress; *Workplace Literacy

This article is devoted to explaining the use and misuse of standardized tests in adult literacy programs. Among the topics covered on that subject are why the tests are of such interest among adult educators: because the authority vested in these tests can determine the way programs are developed, what is taught, the climate of teaching and learning, the shape of legislation, the funding policies of public and private agents, which young parents are eligible for welfare, the composition of job training programs, and, in some cases, whether one has access to the military, a job,

REPORT NO.- DHHS-(ADM)88-1554
PUB DATE- 88
NOTE- 58p.; For related documents, see CG 022 178-180.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTORS- Adults; *Age Differences; Children; Coping; *Death; *Emotional Adjustment; Emotional Response; *Family Problems; *Health Personnel; *Mental Health; Social Support Groups
IDENTIFIERS- *Bereavement

This booklet provides mental health professionals with an analytic framework for understanding psychosocial reactions to bereavement of adults and children and for selecting appropriate intervention strategies. It also identifies those people most likely to need the intervention of a mental health professional to help prevent or mitigate pathologic grief responses, and the symptoms that indicate a need for professional help. It begins with a section addressing the issue of whether or not grief is a disease. A section on adult reactions to bereavement looks at the phases of bereavement reactions and the end of the bereavement process. It identifies those who may be at risk following bereavement and points out some indications of a need for professional intervention. A section on bereavement and children examines children's fears, fantasies, and behavior and identifies children at risk for poor outcomes. A section on models of the bereavement process considers social support and sociocultural influences and offers cautions about the use of medications. Other sections discuss supportive interventions, community resources, and the impact of bereavement interventions. References are included; support group information is appended. (NB)

ED 314 650 CG 022 180

Osterweis, Marian; Townsend, Jessica
Helping Bereaved Children: A Booklet for School Personnel.
Institute of Medicine (NAS), Washington, D.C.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS-(ADM)88-1553
PUB DATE- 88
NOTE- 43p.; For related documents, see CG 022 178-179.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

This study examined the career aspirations of Asian American college students, using a retrospective method of data collection that asked subjects to report various occupational alternatives that they have considered in their lifetime so far. Male (N=52) and female (N=97) Asian Americans were compared with a Euro-American group of 95 males and 151 females. Results indicated that Asian American subjects were more likely to consider realistic and investigative occupations while Euro-American subjects were more likely to consider artistic, enterprising, and conventional occupations. Asian Americans also considered occupations that were higher in prestige than Euro-American subjects. Finally, Asian males (but not females) considered occupations that were more traditional in sex type than their Euro-American counterparts. Implications were discussed for theory, research, and counseling. Twenty-two references and four tables are included. (TE)

ED 314 664 CG 022 198

Dresser, Jack; And Others
Differential Substance Use Patterns in a University Community.
PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accident Prevention; *Alcohol Abuse; Alcoholic Beverages; At Risk Persons; *College Students; *Drinking; *Driving While Intoxicated; Drug Use; Higher Education; Peer Groups; Peer Influence; Risk; *Sexuality; Social Behavior; Socialization; *Student Subcultures

This study examined attitudes and practices in two risk-taking areas of behavior while under the influence of alcohol--driving and sexuality--within important campus peer subcultures defined by class level and residency associations. Data were drawn from a research project to explore these and other related variables in a major northeastern University. Subjects (N=240), randomly selected from each of seven campus subpopulations (the four undergraduate levels, graduate students, faculty, and staff) were mailed survey questionnaires that assessed: (1) potentially predisposing risk factors, such as demographics, alcohol knowledge, peer usage and

Disease Patients and Their Caregivers.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alzheimers Disease; *Caregivers; *Interdisciplinary Approach; *Intervention; Patients; *Program Effectiveness

The home is clearly the major setting in which care is provided to individuals suffering from Alzheimer's disease. The Caring Home Program was a multi-disciplinary program designed to complement existing efforts to assist caregivers (N=12) with the in-home care of Alzheimer's disease patients. The program components consisted of an assessment of patient level of functioning and problems experienced by the caregiver, an independent assessment of the home environment, the team identification of target areas for intervention, the implementation of specific caregiver-selected interventions, and the evaluation of intervention effectiveness over several months. Evaluation of the program indicated that the majority of interventions which were initially effective were reported by caregivers as still effective approximately 7 to 9 months later. It was evident even with careful professional assessment of patient and caregiver needs, and caregiver input in the selection of specific interventions from the implementation, that some interventions may be ineffective from the outset. The apparent reasons which emerged for intervention ineffectiveness and their implications for minimizing such ineffectiveness in the future are instructive. (ABL)

ED 314 681 CG 022 216

Pestrak, Victor A.
The Masochistic Personality: Dynamics and Treatment Techniques.
PUB DATE- Oct 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Southeastern Conference of Counseling Center Personnel (Chattanooga, TN, October 25-27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

Students; Learning Problems; Mathematics Instruction; Parent Participation; *Potential Dropouts; *Primary Education; Science Instruction; Social Studies

This paper discusses issues pertaining to at-risk students at the primary level, suggesting what can be done to keep pupils in formal schooling with an optimal achievement level. Topics discussed include: (1) probable at-risk primary pupils; (2) the domestic and societal causes of high risk in primary pupils; (3) approaches to guiding pupil achievement in light of probable deficiencies; (4) teaching mathematics to at-risk pupils; (5) parental involvement; and (6) achieving a balance between attitudinal, knowledge, and skills objectives in science and social studies curricula for at-risk pupils. (TE)

ED 314 696 CG 022 232

Ritchie, Martin H.

Research on the Roles, Preparation, and Effectiveness of School Counselors.

PUB DATE- Oct 89

NOTE- 14p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (Milwaukee, WI, October 18-22, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Counseling Effectiveness; *Counselor Performance; *Counselor Qualifications; *Counselor Role; *Counselor Training; Elementary Secondary Education; Group Counseling; *School Counselors; Trend Analysis

A review of recent research on school counseling reveals that individual and group counseling, career counseling, and consultation with parents and teachers are the most important functions for school counselors as rated by counselors, teachers, administrators, parents, and students, whereas ineffective counseling is linked with too much time on administrative and clerical duties and too few counselors to serve too many students. Current trends in the preparation of school counselors include (1) 2-year, full-time master's degree in school counseling with a supervised internship in the schools for one full academic term; (2) separate specialty courses for elementary, middle, and secondary school counselors; and (3) increased emphasis on group guidance, group counseling, and preventive interventions.

appear quite frequently in the content-related materials students will commonly encounter in their reading. The study of suffixes indicates that instruction in their use might be most effective if it focused on those that change basic words to noun forms. It would also appear useful to provide students with an awareness of the dynamics of change along the concrete/abstract and specific/general dimensions. (Three tables of data are included.) (MG)

ED 314 712 CS 009 883

Norris, Lenora Kamer
The Effects of Integrating Children's Literature into the Kindergarten Science Curriculum.
PUB DATE- 89
NOTE- 69p.; Requirements for the Specialist's Field Problem Course in the Graduate Program of Education, Mercer University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Childrens Literature; Classroom Research; *Instructional Effectiveness; *Kindergarten; Primary Education; *Science Curriculum
IDENTIFIERS- Nonrandomized Design; Oceans

A study examined the effects of using children's literature to introduce new science concepts to kindergarten children. Subjects, 48 kindergarten students, were arbitrarily assigned to either the control group or the experimental group. The experimental group was taught a unit on oceans using children's literature to introduce the science concepts. The control group was taught the same unit using only class discussion. Treatment sessions for both groups lasted three weeks. Comparison of pretests and posttests indicated that there was no significant difference in science achievement of students who were taught using children's literature and those who were not. (Two tables of data are included; 25 references, the testing instruments, the instructional unit, an appendix of data, and statistical formulas are attached.) (RS)

NOTE- 7p.; Paper presented at the International Conference on Adult and Adolescent Literacy (Washington, DC, January 12-14, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Biographies; High Risk Students; Independent Reading; Newspapers; Pamphlets; Periodicals; Reading Attitudes; Reading Instruction; *Reading Interests; *Reading Material Selection; Reading Skills; Secondary Education
IDENTIFIERS- Information Focus; *Reader Preferences; *Reading Motivation; Reluctant Readers

Classroom teachers of adolescents need to analyze the material they use for instructional purposes, as well as the materials they suggest for independent reading, to be certain that both incorporate text which is informational or technical, since experience suggests that this type of material is generally preferred by readers of this age group. Examples of the kind of text which can be used with adolescents include a substantial variety of genres. An appropriate starting point for reluctant readers is biographies, some of which have more of a documentary tone while others read more like novels. Material drawn from the adult world is also informative and appealing to young adults. Pamphlets and brochures supply practical information on such topics as wages, driving, word processing, interviewing, etc. These lend themselves for use with remedial readers while being presented in an adult format. Other sources for factual and motivational reading material include newspapers, magazines, and texts containing scientific or educational information. The justification for incorporating such materials in the classroom is that they provide reluctant readers with the needed motivation and help satisfy the need of adolescents to develop their self-concepts. (KEH)

ED 314 728 CS 009 907

Morgan, Mary; Shermis, Michael

Critical Thinking, Reading, and Writing. Teaching Resources in the ERIC Database (TRIED) Series.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-08-X

Modeling (Psychology); Observational Learning; *Preservice Teacher Education; *Reading Instruction; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Aphorisms; *Reading Recovery Projects; University of Illinois

Maxims derived from recent theory in learning and instruction and from reflection on excellent practice can be applied to teacher education, not only to improve the training of prospective teachers, but also to improve their ability to teach others. Especially useful are examples from Reading Recovery, a successful literacy training program. Some of the maxims include: (1) instruction should use a whole-to-part approach; (2) instruction should be rooted in authentic, real world situations; (3) instruction should foster flexibility through multiple perspectives; (4) instruction should be sensitive to the developmental progression of students; (5) instruction should assume an action orientation; (6) instruction should involve modeling; (7) instruction should involve coaching; (8) instruction should involve scaffolding; and (9) instruction should foster reflection and articulation. The great irony of teacher education appears to be that prospective teachers are taught in ways that are inconsistent with the maxims of effective learning and instruction. An experimental preservice education course at the University of Illinois illustrates on a small scale how the maxims developed can be applied to teacher education. (RS)

ED 314 742 CS 009 923

McCormick, Christine; Mason, Jana M.
Use of Little Books at Home: A Minimal Intervention Strategy That Fosters Early Reading. Technical Report No. 388.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 54p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childrens Literature; Early Intervention; *Early Reading; Family School Relationship; Kindergarten; Kindergarten

DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *English Curriculum; Inservice Teacher Education; Inscructional Materials; Lesson Plans; Microcomputers; Word Processing; *Writing Processes; Writing Skills
IDENTIFIERS- Apple IIe; Apple II Plus; New York City Board of Education

Intended to provide help for teachers and supervisors in using computers in English classes as an enhancement of the instructional program, this guide is organized in three parts. Part 1 focuses on the many management issues related to computer use. This section of the guide presents ideas for helping students with limited keyboarding skills as well as those who must share a computer with other students. Additional lesson plans are provided to demonstrate the variety of ways in which computers can be used to support and extend English curricula. Part 2 of the guide addresses the issues of the kind of information teachers and students need before using computers in their classes. Suggestions and lessons for connecting the writing process to computer use and techniques for using the computer to enhance instruction in literature are also included. Part 3 presents topics for English department conferences designed to introduce teachers to computer use in their classes, and provides suggestions for ways in which teachers can incorporate computers in their personal and professional activities. Appendixes include: a computer repair form, a list of relevant copyright laws, software evaluation guidelines, a list of resources for technical assistance, a glossary of computer terms, guidelines on copying public domain diskettes for the Apple IIe, Apple Plus and the IBM/Tandy, and tips on caring for your diskettes. (MG)

ED 314 756 CS 212 195

Lipton, Arlene, Ed.; And Others
Computers in the English Literature Classroom.
New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.
REPORT NO.- ISBN-1-55839-097-9
PUB DATE- 89
NOTE- 236p.
AVAILABLE FROM- Curriculum/Sales Unit, Division of Computer Information Services, Room 310, Gravesend Neck Rd. and E. 22 Street, Brooklyn, NY 11229.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

is the essentially creative act. Infraconscious mentation is more likely to produce insightful analogies than is rigorous, willful, consciously rational mentation, because infraconscious mentation, operating in the mode of magmatic flux, generates isomorphic significance by means of identification of predicates that offer more opportunities for creative syntheses than are afforded by rational/logical identification of subjects. Infraconscious mentation can be fostered by adopting conditions common to bus-bath-bed (well known venues of inspiration). (Eighteen references are attached.) (Author/SR)

ED 314 770 CS 506 957

Smolucha, Larry; Smolucha, Francine
A Vygotskian Perspective on Critical Thinking.
PUB DATE- 29 Nov 89
NOTE- 10p.; Paper presented at the Conference on Science and Technology for Education in the 1990s: Soviet and American Perspectives (Meadville, PA, April 6-7, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Critical Thinking; Inner Speech (Subvocal); Instructional Effectiveness; Learning Processes; *Learning Theories; Teacher Guidance; *Teacher Student Relationship; Teaching Methods; Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- *Conversation; Direct Instruction; Private Speech; Scaffolding; *Vygotsky (Lev S); Zone of Proximal Development

From a Vygotskian perspective critical thinking skills are taught through speech interactions between teacher and student. Two assumptions central to Vygotskian theory are the role of inner speech in self-regulation and how teaching creates the zone of proximal development. Inner speech allows humans to consciously direct their thought processes. Critical thinking is a psychological system that involves the collaboration of several higher mental functions including memory, conceptual thought, analysis, synthesis, evaluation, and even imagination. Written texts and peer tutors can be used to teach additional critical thinking skills, but alone they are not sufficient--the teacher-student interaction is the key. The different instructional modes (lecture, the recitation script, Socratic questioning, words three to four months after delivering his speech. Another example of second thoughts are John Cheever's letters, recovered and published by his son, that reveal a dissonance which contrasts with the decisive voice in his completed fiction. Cheever's letters show, among other recurring patterns, his attempts to define his personal identity and refine the images he later used in his stories. Also representative of inner speech is the diary of 18-year old Colin Perry who recorded his thoughts about the Battle of Britain, but who also revealed his preoccupations, ambivalence, and self-doubt. These resources illustrate an aspect of intrapersonal communication in which the mind comes back again and again to an earlier thought, sometimes contradicting or reconsidering, but often reaching a higher level of insight and refinement. (Eighteen references are attached.) (KEH)

ED 314 784 CS 507 002

Williams, David E.
Small Group Argument.
PUB DATE- 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Communication Research; Conflict Resolution; *Group Dynamics; *Interpersonal Communication; *Models; Participative Decision Making; Persuasive Discourse; *Research Methodology
IDENTIFIERS- Argumentativeness; *Small Group Communication

Because of a multiplicity of approaches to small group argument, research in this area often needs to be summarized, condensed, and redirected. Researchers have identified the rational, cognitive and interactive components of argumentation, and have demonstrated that arguments can take several forms and fulfill a variety of functions. The result of combining traditional approaches with more recently identified influences is a socio-cognitive perspective which unites the socially developed influences of the individual and the cognitive response to argument. Such a model considers the presumptions, values, and belief structures of individual interactants as well as the possibilities of conflict and

responsible for the erosion of "women's issues" and the so-called "gender gap"--the perception that a candidate is unattractive to women voters. This perception is thought to be based upon the candidate's stand on issues such as abortion, day care and the Equal Rights Amendment. First, with regard to George Bush, success was gained through a series of interrelated identifications which offered disparate images, each with a potentially persuasive effect on women. One image of Bush was that of law-and-order "Equalizer," which appealed to women who were anxious about crime in the streets and drugs in the schools. Added to this was the kinder, gentler "Father-Knows-Best" image of Bush which reinforced Bush's claim to family values. Yet another effective version was that of Bush as "Bumbler," in which the self-deprecating Bush could laugh at himself and demonstrate his human side. This strategy was successful in the sharp contrast it made to Michael Dukakis, who presented himself as the competent candidate but who was perceived as cold and unlikable. Secondly, the notion of "women's issues" remained somewhat vague and undifferentiated and, as such, was sometimes subsumed under issues of broader social concern. Issues thought to be relevant to women were generally not perceived as crises necessitating governmental response. Furthermore, there was no single advocate, no lobby or spokesperson who promoted these issues to the top of the political agenda. (KEH)

ED 314 798 CS 507 019

Cooper, Pamela
Using Storytelling To Teach Oral Communication Competencies K-12.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Some of the appendixes contain broken dot matrix type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Communication Skills; Elementary Secondary Education; Oral Interpretation; Oral Language; Story Grammar; *Story Telling; Teaching Methods
IDENTIFIERS- *Communication Competencies; Story Concepts; Story Content; Story Structure; *Story Telling by Children

This paper discusses the benefits of storytelling, especially for

not mention issues. Findings suggest that the Argumentativeness Scale may need to be modified in order to make it a valid operationalization of the argumentativeness construct conceived by Dominic Infante and Andrew Rancer. Evidence was provided that Form Four may measure trait argumentativeness much better than the current scale. Future research will attempt to confirm this tentative conclusion. (Five tables of data are included and 21 references are attached.) (MG)

ED 314 813 CS 507 049

Simmons, Robert E.; And Others
Communication Efforts against AIDS in Latin America: An Updated Report.
PUB DATE- 9 Feb 89
NOTE- 50p.; Paper presented at the Annual Meeting of the Intercultural/International Communication Association (6th, Miami, FL, February 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Attitude Change; Communication Research; Disease Control; *Foreign Countries; *Mass Media Role; Public Affairs Education; Public Health; Sexuality
IDENTIFIERS- Brazil; *Latin America

This paper presents recent information on the use of mass communication to combat the acquired immunodeficiency syndrome (AIDS) epidemic in Latin America. The paper takes up the following topics: (1) communication as anti-AIDS weapon; (2) the information effort lag; (3) targeting AIDS information; (4) delivering the message to health professionals; (5) anti-AIDS campaigns for Latin American publics (detailing specifics of campaigns in Brazil, Chile, Columbia, Haiti, Mexico, Nicaragua, and Venezuela); and (6) the AIDS problem in Brazil (the largest country in Latin America). One hundred thirty-four endnotes are included. (SR)

ED 314 814 CS 507 054

three sections: (1) a description of the laboratory course design and structure; (2) discussion of the conceptual model underlying the design and the manner in which course leaders employed it in the analytic phases of the course; and (3) depictions of a cross-section of student and faculty evaluations of the course. Examples of feedback from students identify the perceptions and reactions of students to the new course format and content. (5 references) (SI)

ED 314 828 EA 021 502

Twombley, Susan; Ebmeier, Howard
Educational Administration Programs: The Cash Cow of the University? Improving the Preparation of School Administrators. Notes on Reform No. 4.
National Policy Board for Educational Administration, Charlottesville, VA.
PUB DATE- Dec 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Change Strategies; Curriculum; *Educational Administration; *Educational Change; Higher Education; *Resource Allocation
IDENTIFIERS- *Educational Restructuring

Resource allocation processes in universities and in schools of education trap educational administration programs in a circle of disadvantage. A framework for analyzing the relationship between university resource allocation and the ability of schools of education and departments of educational administration to engage in effective curriculum reform is proposed. Underfunding of schools of education and departments of educational administration is discussed followed by a segment on the mechanisms that promote resource-allocation imbalance, including low program costs, internal allocation of funds, high student demand, and power politics and external competition. The last section deals with primary and secondary effects of systematic underfunding and high student demand. (10 references) (SI) integration and provides a conceptual framework for viewing academic and vocational integration as well as teacher collaboration. Section two summarizes key features of some consortium-developed applied curricula intended for secondary vocational education students. In the third section successful practices in improving academic performance of vocational education students have been grouped into five categories: (1) those occurring within a single class; (2) between two classes; (3) across a school; (4) beyond the school; and (5) at the state level. Section four outlines preliminary findings, by the National Center for Research in Vocational Education, on efforts to integrate academic and vocational education. The last section examines recommendations at the district, state, regional, and national levels for vocational and academic teachers to collaborate, and for integrating the two disciplines in teacher education. (49 references) (SI)

ED 314 842 EA 021 531

School Improvement Teams. The Best of ERIC on Educational Management, Number 102.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 5p.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrative Organization; Annotated Bibliographies; Decision Making; Elementary Secondary Education; *Management Teams; *Participative Decision Making; *School Based Management; *Teacher Participation; *Teamwork

The reports included in this annotated bibliography of 11 publications on school improvement teams suggest that ownership and commitment to improvement are natural consequences of shared

Trends; Elementary Secondary Education; *Home Programs; *Home Schooling; Nontraditional Education; Parent Rights; *Parents as Teachers; School Attendance Legislation; Social Support Groups; Teaching Methods

Home schooling, the educational alternative in which parents (or guardians) assume the primary responsibility for the education of their children, when responsibly done, is legally protected by the United States Constitution; however, home educators face a conglomeration of regulations, statutes, and laws. Home schools are regulated by individual states by using existing laws that apply to home schooling, by passing specific home schooling legislation, and by passing legislation that indirectly affects home schooling. As parents cope with the responsibility of providing most of their childrens' education, they may feel the need for some support. A key form of support is available within support group membership. Additionally, because each state has its own set of statutes and laws, the support group may also function as both a repository for, and dispenser of, home-schooling information. Available to parent teachers are structured curricula, subject area studies, and games and equipment. The cost of these materials is nearly always borne by the parents, and the expense can range from under a hundred to several hundred dollars. The suitability of educational materials is at times determined by the child's needs, by the circumstances of parents, and by state requirements. (37 references) (KM)

ED 314 857 EA 021 560

Webster, Linda

The Real World of Administration: Reflections of First and Second Year Principals.

PUB DATE- 89

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Education; *Administrator Effectiveness; *Administrator Role; *Administrators; Elementary Secondary Education; Entry Workers; Instructional Leadership; Management Development; *Occupational Information; *Principals; Problem Solving; Public Schools

IDENTIFIERS- *California (San Francisco Bay Area)

In order to assess some of the major problems and frustrations faced by beginning administrators, a study investigated nine first-

Issues are discussed that may help school boards become more aware of what instructional technology can and should do for students. The discussion is limited to computers and their relationship to other electronic learning technologies. The issues are organized according to policy and planning, staff, curriculum, equity, and funding. The effectiveness of computers in the schools can be realized only when there is adequate planning for their use, adequate training of the teachers and other staff who will use them, and high quality software. Equity issues include individual student access within a school building, access within the school district, the availability of equipment for both high-wealth and low-wealth districts, minority access, and male/female access. Cost is one of the most important reasons school districts must carefully plan acquisition of educational technology. A summary of recommendations is given at the front of the booklet, while two appendixes provide a sample instructional technology policy statement and a list of "19 Tough Questions to Ask and Answer" in evaluating the effectiveness of computer use in the classroom. (28 references) (SI)

ED 314 871 EA 021 646

Staff Development: Catalyst for Change. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Board of Education Policy; *Boards of Education; *Change Strategies; Educational Change; Elementary Secondary Education; Instructional Leadership; Management Development; *Program Development; *School Effectiveness; *Staff Development
IDENTIFIERS- *New York

School staff members need continuing opportunities to learn and grow because the waves of social change strike them first and most powerfully. Research on effective schools tends to stress staff development as crucial. School boards are involved in the development of their staff. A staff development program of broad scope and sharp focus can succeed. Staff development needs to mirror student needs and requires serious attention to the total

AVAILABLE FROM- National Information Center for Children and Youth with Handicaps, P.O. Box 1492, Washington, DC 20013 (free).
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Translations (170) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Educational Legislation; Educational Testing; Elementary Secondary Education; Federal Legislation; Federal Programs; Individualized Education Programs; Parent Participation; *Parent Rights; Parent Role; *Student Placement; Student Rights
IDENTIFIERS- *Education For All Handicapped Children Act

In large type and in very simple language, this pamphlet informs parents, in Spanish, about the provisions of Public Law 94-142. It states that children with handicaps can go to public school with other children, that the school must give the special help that children with handicaps need to learn in school, and that the special help is called special education. It provides a sample letter that parents can use in asking the school to assess the child for special education placement and a sample letter asking the school for a due process hearing. It shows an example of a form granting parental permission for psychological evaluation, an Individualized Education Plan (IEP) form, and a form indicating the parents' consent to have the child placed in a special education program. The pamphlet briefly outlines what is included in an IEP and describes the parents' role and rights during the placement process. (JDD)

ED 314 887 EC 222 026

Empson, Judith V.; And Others
An Impact Evaluation of the Resource Access Projects 1980-1981.
Littlejohn (Roy) Associates, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Aug 81
NOTE- 319p.; For reports for 1981-1984, see ED 250 069, ED 250 077, and ED 303 020. For report for 1986-1987, see ED 303 021. Tables o pages 127-128 have light type. Table on page 275 is illegible.
CONTRACT- HHS-105-80-C-037
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Swann, Will
Integration Statistics--LEAs Reveal Local Variations. Centre for Studies on Integration in Education Factsheet.
Centre for Studies on Integration in Education, London (England).
REPORT NO.- ISBN-1-872001-00-9
PUB DATE- 89
NOTE- 9p.
AVAILABLE FROM- Centre for Studies on Integration in Education, 4th Floor, 415 Edgware Rd., London, England NW2 6NB (2 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Enrollment Trends; Foreign Countries; Individualized Education Programs; *Mainstreaming; School Districts; *Special Schools; *Student Placement
IDENTIFIERS- *England

The focus of this factsheet is the variation among English local education authorities (LEAs) in the proportion of the school population placed in special schools. Statistical data are presented to show how the national proportion of pupils aged 5-15 attending special schools in England changed between 1982 and 1987. Additional data provide the percentage of segregated children, the public sector export rate, and the private sector export rate for each LEA in 1982 and 1987. Factors accounting for variations among the LEA's are discussed, along with a discussion of how segregation should be measured and the relationship between segregation inside and outside the LEA. Failure of some LEAs to develop statements of special educational needs for students placed in special schools, as required by the 1981 Education Act, is also discussed. Several cautions in interpreting the statistics are noted. It is concluded that since 1982, some LEAs have considerably reduced the level of segregation into special schools, while a smaller number have done the opposite. (JDD)

ED 314 901 EC 222 059

Brodin, Jane
Children with Osteogenesis Imperfecta and Their Life Situation. Report and Documentation.

electronic telephone networks. Resources described include: (1) portions of the ERIC (Educational Resources Information Center) database available on diskette; (2) Bibliographic Retrieval Services (BRS) and Dialog information services, which make available the Exceptional Child Education Resources database and the complete ERIC database; (3) ERIC on CD-ROM (compact disk read only memory); (4) SpecialNet, an electronic communications network designed for special educators; (5) Special Education Solutions, an online database of resources available to Apple computer users who are disabled; and (6) the IBM/Special Needs Exchange available through the CompuServe Information Service. (JDD)

ED 314 915 EC 222 075

Venn, John
Students with Physical Disabilities and Health Impairments. Revised. ERIC Digest #459.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062207
AVAILABLE FROM- The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Diagnosis; Elementary Secondary Education; Organizations (Groups); *Physical Disabilities; Preschool Education; *Special Health Problems; *Student Characteristics

This information sheet defines physical disabilities and health impairments, describes characteristics of students with these conditions, outlines special considerations necessary in assessing these students, notes key educational considerations and points out some of the special problems in working with preschool children with physical disabilities. The document includes a list of six organizations to contact for further information or assistance and a list of five references. (JDD)

ED 314 929 EC 222 090

Lantzy, Theresa J.; Gable, Robert A.
Effects of a Collaborative Teacher/Parent Intervention on the
Behavior Problems in the Classroom and the Home of Preschool
Handicapped Children.
SPONS. AGENCY- Office of Special Education and Rehabilitative
Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Sep 89
NOTE- 40p.; Paper presented at the National Conference of the Council
for Exceptional Children/Council for Children with Behavioral
Disorders (Charlotte, NC, September 24-26, 1989).
GRANT- G008715088
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Behavior Modification; *Behavior
Problems; Classroom Techniques; Developmental Disabilities; *Home
Programs; Language Handicaps; *Parent Education; *Parent Teacher
Cooperation; Preschool Education; Teaching Methods

The study examined effects of a combined teacher-parent behavior management program focusing on inappropriate behaviors in the school and homes of five preschool children with developmental and/or language delays, behavior disorders, and/or multiple handicaps. A special education teacher/trainer collaborated with parents to select target behaviors for the children. Training in selected behavior management strategies was conducted by the teacher in home consultations. Behavior management programs were introduced simultaneously in homes and classrooms using an AB design with across subject replication. The results suggest that parent/teacher collaboration in implementing behavior change programs can substantially decrease occurrence of problem behavior in both home and school settings. (PB)

ED 314 930 EC 230 077

Hanley-Maxwell, Cheryl, Ed.; Harley, Debra, Ed.
An Examination of the Impact of Supported Employment on Our Nation's

NOTE- 38p.; Paper presented at the Annual Boston University Conference on Language Development (14th, Boston, MA, October 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Foreign Countries; *Language Role; *Power Structure; *Social Values; *Structural Analysis (Linguistics)
IDENTIFIERS- *South Africa

This document focuses on specific linguistic features that serve ideological functions in texts written in South Africa from 1985 to 1988. The features examined include: naming; metaphors; old words with new meanings; words becoming tainted; renaming or lexicalization; overlexicalization; strategies for resisting classification; tense and aspect; modality; voide; ambiguity; negation; indirect speech, free indirect speech, and direct speech; sequence; logical organization of a text; and turn-taking, interruption, and topic control. These examples provide insight into the relationship between language and the power structure in South Africa, and underscore the need for oppositional reading, which concentrates on how a text has been constructed and in whose interest. (MSE)

ED 314 943 FL 018 286

Edelsky, Carole; Hudelson, Sarah
Contextual Complexities: Written Language Policies for Bilingual Programs. Occasional Paper No. 10.
California Univ., Berkeley. Center for the Study of Writing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education Programs; *Educational Policy; Language Acquisition; *Language Role; Literacy Education; Policy Formation; *Program Design; Second Language Learning; *Student Characteristics; Teacher Characteristics; *Written Language

status, conduct, and ethics; telephone procedures; emergency patients; health insurance; workers' compensation; medical specialties; anatomy; systems of the human body; records management; business correspondence; equipment; financial management; instruments; vital signs; physical examination; medical tests; first aid; interpersonal skills; and job search skills. (KC)

ED 314 557 CE 053 147

Mattia, Nancy
Dental Assisting. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 168p.; Some small, light type may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Allied Health Occupations Education; Basic Skills; Communication Skills; *Competency Based Education; *Dental Assistants; *Dental Evaluation; Dentistry; Integrated Curriculum; Mathematics Skills; Occupational Information; Pharmacology; Radiology; Science Instruction; Secondary Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the dental assisting program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 20 units include: orientation;

of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the food service program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The three units are: food service management; culinary; and baking. (KC)

ED 314 570 CE 053 160

Kucharewski, Dennis
Landscaping and Greenhouse Technology. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 154p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; Botany; Communication Skills; *Competency Based Education; *Floriculture; *Greenhouses; *Horticulture; Integrated Curriculum; *Landscaping; Mathematics Skills; *Plant Growth; Safety; Science Instruction; Secondary Education; Vocational Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the landscaping and greenhouse technology program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are tools; power tools; power machinery; materials; cabinet joint construction; the steel square; stair construction; windows and doors; assembly; finishing; and cabinet hardware. (CML)

ED 314 583 CE 053 173

Keck, Robert
Commercial Building Construction (Masonry). COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 184p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Bricklaying; Buildings; *Building Trades; Carpentry; Communication Skills; *Competency Based Education; *Construction Industry; Construction Materials; Craft Workers; Hand Tools; Integrated Curriculum; *Masonry; Mathematics Skills; Postsecondary Education; Safety; Science Instruction; Secondary Education; Shop Curriculum; Skilled Occupations; Trade and Industrial Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the commercial construction (masonry) program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theory and basic skills covered. Also listed are the expected student outcomes. The 11 instructional units included are: orientation; safety; hand tools; equipment use and maintenance; blueprint reading; concrete;

G. Gallagher); and (4) "Grievance Resolution--The TVA Tennessee Valley Authority Experience" (Donna L. Wilson-Renner, James Eickman). (KC)

ED 314 597 CE 053 925

Workplace Basics Conference. Summary of a Conference on the Employment and Training Needs of the 1990s (Columbus, Ohio, October 20, 1989).

Workplace Basics Conference Planning Committee, Columbus, OH.

PUB DATE- 20 Oct 89

NOTE- 59p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Basic Skills; Business Responsibility; *Educational Needs; *Education Work Relationship; *Entry Workers; *Job Skills; Job Training; Postsecondary Education; *School Business Relationship; Secondary Education; Vocational Education; Work Attitudes

IDENTIFIERS- *Workplace Literacy

This report summarizes the proceedings of a 1-day conference on employment and training needs of the 1990s. Information summarized includes background and purpose, design and methodology, keynote speaker and presentation, synthesis of small group work, and implications and future community actions. The keynote speaker, Anthony Carnevale noted that the competitive position of the United States in the global marketplace is heavily dependent on technological competence, organizational strength, and the quality of the work force; but at present the educational system is not producing the workers needed and is not accepting responsibility for preparing students for the world of work. Business and education leaders are urged to act together to find solutions to the growing shortage of qualified entry-level workers. Summaries of eight small group sessions show how each group defined the problem of producing workers with workplace skills, identified causes, and suggested problem/cause relationships. The document includes a summary of the research project that inspired the conference, a workplace skills inventory, and directory of conference participants. (KC)

Vocational Education

Among the suggestions that have been put forward to increase the collaboration between the business sector and educational institutions as a means for accomplishing program improvement are supporting the existing system where the schools are generally healthy, fostering innovative change, and working for major structural reforms in the system. However, economic principles of market structure need to be applied in judging the efficacy of business-education linkages, particularly at the postsecondary level, and in considering the extent to which these linkages should be encouraged by public policy. A market structure perspective provides a framework that is useful in judging the merits of various types of collaboration as well, since the specific activities that constitute "linkages" span a broad spectrum. Although studies have shown a number of instances of postsecondary collaboration that are leading to substantial benefits, a legitimate question to be asked is whether incentives established through public policy are indeed warranted. If such collaboration is occurring for economic motives, it may not generate program improvement at all. In some cases, appropriate public policy should be to increase competition rather than to encourage collaboration. (KC)

ED 314 611 CE 053 963

Nelson, Clifford L.; And Others

Electronic Face-to-Face Inservice Education.

PUB DATE- Oct 89

NOTE- 8p.; Paper presented at the Annual Meeting of the American Vocational Association (Orlando, FL, December 1-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Distance Education; *Educational Television; Graduate Study; Higher Education; *Inservice Teacher Education; Masters Programs; Program Implementation; *Telecommunications; Teleconferencing; *Telecourses; Universities

IDENTIFIERS- *Washington State University

In order to reach instate clientele more efficiently and effectively, agricultural education and home economics teacher educators in the state of Washington have used two-way microwave television technology. The Washington Higher Education

skills needed to access vocational education programs and be successful in the world of work. An introduction explains this document's relationship to other documents about Missouri vocational education and describes the document's contents. The next seven sections contain competency lists, skills checklists on which teachers can record student competency, and instructional activities relevant to the seven vocations. The activities cover each of the five major areas (math, physical demands and working environment, aptitudes, temperament, and vocational) of Missouri's Vocational Readiness Inventory. Glossaries, tool lists, teacher and student worksheets, and lists of resources are included. The document concludes with nine instructional modules that teach basic safety and first aid; occupational vocabulary,; identification and use of tools; identification of automobile parts; basic operations using decimals and percents; basic operations using fractions; demanding physical movements; driver's test preparation; and how to read scales, dials, and gauges. The modules include task analysis sheets and directions for instruction. (CML)

ED 314 625 CE 053 984

Business and Office. Access Skills. Vocational Readiness Skills. Missouri LINC. Accessing Vocational Education.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Sep 88
NOTE- 128p.; For related documents, see CE 053 979-990.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Accounting; Bookkeeping; Business Education; Communication Skills; Competency Based Education; Data Processing; *Educational Diagnosis; Educational Objectives; Employment Potential; Interpersonal Competence; Mathematics Skills; *Occupational Information; *Office Occupations; Secondary Education; Secretaries; *Special Needs Students; Vocational Aptitude; Vocational Education; Vocational Evaluation; Vocational

or a diploma. The report emphasizes that it is meaningless to make grade-level comparisons of adult reading and explores whether the tests measure only trivial subskills, whether the tests ignore knowledge theory, whether the tests assess literacy in a vacuum, whether the tests confuse learner and program evaluation, and what standardization means. The Comprehensive Adult Student Assessment System, the National Assessment of Educational Progress, and alternative assessment approaches are described. Also discussed are the recency of the movement toward nonstandardized assessment and the notion that perhaps the federal call for standardized assessment is a sign that adult basic education may be coming of age. The document concludes with the names and addresses of 14 literacy experts who were helpful in the preparation of this report. (CML)

ED 314 637 CE 054 018

Rossetti, Rosemarie
Student and Parent Images of Vocational Education Offerings: Declining Enrollment in Vocational Education.
PUB DATE- Dec 89
NOTE- 8p.; Paper presented at the Annual Convention of the American Vocational Association (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Enrollment Influences; High Schools; *Parent Attitudes; Public Opinion; *Student Attitudes; *Student Characteristics; *Vocational Education
IDENTIFIERS- *Ohio

To investigate factors that influence a student not to enroll in a high school vocational curriculum, a study sought to determine the following: (1) what relationships exist between the high school students' sex, race, socioeconomic status, and curriculum choice and the students' image of vocational education; and (2) what image of vocational education is held by high school students and their parents. Data were collected by questionnaires administered to all 633 11th-grade nonvocational students enrolled in five randomly selected schools within the Southwest Ohio Region Personnel Development Center during the 1987-88 school year. Sixteen parents of these students were interviewed over the telephone. The statistical analysis included descriptive, correlational, and

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140)
DESCRIPTORS- Adults; *Age Differences; Children; Coping; *Death; Elementary Secondary Education; *Emotional Adjustment; Emotional Response; *School Personnel; Social Support Groups; *Student Problems; *Teacher Role
IDENTIFIERS- *Bereavement

This booklet was designed to help school personnel make good use of their opportunities for helping bereaved children directly as well as helping others in the classroom who may have concerns about death upon hearing of another child's loss. It provides necessary information for teachers on how children view death and the nature of bereavement responses, including what behavior changes are likely to occur, what anxieties a child may be experiencing, what responses may be helpful, and what to avoid. The difference between manifestations of grief that are considered within the normal range and those indicating the need for consultation with a mental health professional is explained. The first section of the booklet describes adults' reactions to bereavement. This section is included to provide school personnel with some insight into the home situation experienced by bereaved children. The next section looks at children's reactions, describing the behaviors associated with grieving children and some of their underlying thoughts, anxieties, and fantasies. Suggested ways of helping children and factors that make some children vulnerable are discussed. References are included; information on support groups is appended. (NB)

ED 314 651 CG 022 181

Pedone, Ronald, Ed.; Gwaltney, Margaret K., Ed.
Perspectives on Preventing Student Drug Abuse.
University Research Corp., Bethesda, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Personnel Management, Washington, D.C.
PUB DATE- 89
NOTE- 277p.
CONTRACT- OPM-87-9040
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Drug Abuse; Elementary Secondary Education;

pressure, alcohol and drug availability, motivations for drinking, mood, and place of residence; (2) level of respondent's alcohol use; (3) type and frequency of respondent's drug use; and (4) high risk behavior associated with substance use, including driving under the influence and unprotected sexual intercourse. Results, summarized and tabulated, suggest that alcohol and drug use, and associated risk-taking behaviors, vary considerably with both age and social environment, suggesting the influence of campus peer subcultures. Thus it might be productive to concentrate prevention and intervention efforts on identified high-risk peer subcultures, involving peer leaders and peer counseling programs in efforts to modify peer group norms. (Nine references, 5 tables and 12 figures are included.) (TE)

ED 314 665 CG 022 199

Katz, Lori S.; Epstein, Seymour
Constructive Thinking and the Experience of Stress.
PUB DATE- Aug 89
NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment; *Cognitive Structures; *Cognitive Style; *Coping; *Creative Thinking; Emotional Adjustment; Higher Education; Psychological Patterns; Psychophysiology; *Stress Management; Stress Variables; Undergraduate Students
IDENTIFIERS- *Constructive Thinking; Constructive Thinking Inventory

The upper and lower 5% of 456 undergraduate students who completed the Constructive Thinking Inventory (CTI) were subjected to a laboratory stress test. In support of the hypothesis, poor constructive thinkers reacted to the stress with a greater increase in negative thoughts and negative emotions, and exhibited a greater increase in blood pressure and other measures of physiological arousal than did good constructive thinkers. Examination of thought patterns indicated that poor constructive thinkers did not differ from good constructive thinkers in positive thinking, but did differ in some aspects of negative thinking. It was concluded that an increased number of physical symptoms reported by poor

DESCRIPTORS- *Client Characteristics (Human Services); Counseling Objectives; *Counseling Techniques; *Counseling Theories; *Psychotherapy
IDENTIFIERS- *Masochism

There is currently a strong interest in brief psychodynamic therapy. Therapists adopting this approach need to become familiar with different character or personality styles. The psychodynamic therapist who understands and works in conjunction with the client's particular character style will be able to establish a therapeutic relationship more quickly and progress with the client at the most appropriate and efficient pace. Individuals with a masochistic personality are both very common and very frustrating to work with in psychotherapy. The concept of masochism has been addressed regularly in the literature beginning with Krafft-Ebing and Freud. Masochism can best be thought of as a self-defeating way of loving. Due to their seemingly contradictory dynamics, masochistic clients are challenging in therapy, appearing overtly pleasing and self-sacrificing but remaining inwardly ambivalent, angry, and willful. The masochistic individual does not enjoy pain but seeks it out for the important functions it serves. Treating the masochistic client can be both challenging and frustrating. Therapists need to take the position of caretaker while allowing the masochistic client to practice autonomy. The therapist needs to combine support with caring confrontation. The therapist should help masochistic clients to become more realistic, teaching them that they can be loved without having to suffer. Thirty-one references are attached. (ABL)

ED 314 682 CG 022 218

Scheier, Lawrence M.; Newcomb, Michael D.
Predicting Drug Use During Adolescence: A Structural Development Model.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
GRANT- DA01070
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

particularly at the elementary level. Several states now mandate elementary school counselors and some states mandate that most of a counselor's time be spent in direct service to students. Twenty-two references are included. (Author/TE)

ED 314 697 CG 022 233

Bailey, Bruce E.; And Others
Epidemiology of Suicidal Risk in Rural Community Mental Health Systems.
PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; *Community Services; Human Services; Incidence; Intervention; *Mental Disorders; *Mental Health Programs; *Rural Areas; Schizophrenia; *Suicide; Surveys

While the popular literature frequently makes mention of the suicide risk of mentally ill persons, few studies have actually focused on the suicide risk of persons under psychiatric treatment. This study collected data regarding the suicidal risk of persons served by rural community mental health centers from records of 181 outpatients and 218 inpatients of a rural community mental health system, using suicide review forms. The findings revealed that 109 of the 181 outpatient records contained data indicating that suicidal risk had been addressed at intake. Suicidal communications were documented in 32 cases and 13 cases clearly communicated a degree of suicidal risk. Compared to the outpatient sample, inpatient data revealed a population more likely to contain persons who threatened, attempted, or seriously considered suicide. Pretreatment and course of treatment data revealed a number of deficiencies that, if not addressed, could place clients and the system at unwarranted risk. Based on the findings, policy and intervention recommendations were offered. Follow-up data showed that feedback to providers had a significant effect on the response of the system to these deficiencies. (TE)

ED 314 713 CS 009 884

Sanacore, Joseph
Success in Literacy through Early Intervention.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Language; Classroom Environment; Early Childhood Education; *Early Intervention; English Instruction; Evaluation Methods; Learning Disabilities; *Literacy; Prior Learning; Teaching Methods
IDENTIFIERS- *Emergent Literacy; Whole Language Approach

Helping children gain an early sense of success in literacy is vital to their growth since it creates a foundation for future success. Because of learning difficulties demonstrated in early development, which may be triggered in part by changing modern lifestyles, teachers need to be sensitive to the issue of preventing learning problems from becoming serious disabilities. Demonstrating sensitivity to the child's emerging literacy and prior knowledge are steps in the right direction, and these can be aided by informal evaluation (which replaces standardized testing with observation, interaction and analysis) and a whole-language method of language instruction. These approaches can help children be successful during their school careers and throughout their lives. (One figure is appended.) (SG)

ED 314 714 CS 009 887

Johns, Jerry; Krickeberg, Sandy
Learning Disabilities and Reading. Focused Access to Selected Topics (FAST) Bibliography No. 45.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English

PUB DATE- 89
NOTE- 106p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Class Activities; *Critical Reading; *Critical Thinking; Elementary Secondary Education; Teacher Developed Materials; Teaching Methods; *Writing Instruction
IDENTIFIERS- *ERIC

Part of the TRIED Series (teaching resources in the ERIC database, condensed and reorganized from their original sources to offer a wide but manageable range of teaching suggestions, useful ideas, and classroom techniques), this book focuses on practical suggestions for developing critical thinking, reading, and writing skills at both the elementary and the secondary level. Following an introduction and a user's guide, an activities chart indicates the skills emphasized in each lesson, as well as the types of activities (such as collaborative writing, role-playing, group presentations, etc.) found in each lesson. The next section offers 19 lesson outlines involving critical thinking, reading, and writing at the elementary level, while the following section on secondary education also offers 19 such lessons. Each lesson includes a brief description, objectives, and procedures. A 28-item annotated bibliography at the end of the book contains references to additional lessons and resources for incorporating critical thinking, reading, and writing into the classroom. (SR)

ED 314 729 CS 009 908

Stahl, Norman A.
The Development of Graduate Level Emphases for Adult Reading-Literacy Instruction and Postsecondary Reading-Learning Instruction: A Preliminary Report to the Faculty in Reading at Northern Illinois University.
PUB DATE- Jul 89
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Children; Low Income Groups; Prediction; *Preschool Children; Preschool Education; Reading Attitudes; Reading Instruction; Reading Materials; *Reading Readiness; Reading Research; *Reading Skills; Spelling; Student Attitudes; Word Recognition

IDENTIFIERS- *Emergent Literacy; *Project Head Start; Trade Books

A study was conducted to evaluate the impact of predictable stories given to children from low-income families over a two-year period. Phase one subjects were all the children (N=52) from four Headstart classes; phase two subjects were all the children who had participated in phase I and who entered kindergarten after their last year in Headstart. The children were assigned to experimental and alternative groups; the remaining children were placed in the control group. The experimental group received six predictable stories during Headstart and six during kindergarten to read at home. The control group received pictures of six familiar children's stories during Headstart and six sets of workbook activities during kindergarten. Both groups received six lessons to learn about the materials during the Headstart year. In May of the Headstart and kindergarten years, children were given spelling and reading subtests and were asked to read old and new stories. Parents completed questionnaires regarding their child's use of the materials that had been sent to their homes and their child's interest in these materials and their knowledge about reading and writing. Results indicated that the experimental group scored significantly higher on story reading, word reading, and spelling. Teachers reported that a significantly higher number of children from the control group might have problems with reading when they began first grade. Parents of the experimental group rated their children significantly higher on questions concerning their child's interest in and knowledge about reading and writing than did the parents of the control group. Findings suggest that predictable stories encourage children to behave like readers at home and that this at-home activity influences early reading development. (Eight tables of data including a detailed analysis of responses to the parent questionnaire are included and 38 references are attached.) (Author/MG)

ED 314 743 CS 009 924

Zehr, Earl S.
Reading, Writing: A Tutorial Guide in the Language Arts.
REPORT NO.- ISBN-0-926487-03-5
PUB DATE- 89

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; *English Curriculum; Instructional Materials; Lesson Plans; *Literary Genres; *Literature Appreciation; Microcomputers; Secondary Education; Teaching Guides; Teaching Methods; Word Processing
IDENTIFIERS- Apple II; Computer Integrated Instruction; New York City Board of Education

This manual provides a relevant resource for English literature teachers who wish to take advantage of the extensive library of computer software materials available to expand and strengthen classroom instruction, as well as use alternative methodology. The manual presents selected lesson plans which facilitate the integration of computer-based instruction with the regular methods practiced by teachers. These plans not only indicate the features of the software, but also represent a sharing of ideas on its applications by teachers who have had successful experiences with computers and enriching concepts and skills in the literature classroom. The lessons in the manual (structured around the elements of the short story, the novel, plays, and tales, myths, and fables) are intended as a reference and guide, not as a sequential course. Appendixes contain information about software duplication guidelines, copying public domain disks for MS Dos and Apple computers, and lists of software and literary works used in this manual. (KEH)

ED 314 757 CS 212 196

Common Ground 1989: Suggested Literature for Alaskan Schools, Grades K-8.

Alaska State Dept. of Education, Juneau.
PUB DATE- May 89
NOTE- 130p.; For the guide for grades 7-12, see ED 309 447.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Alaska Natives; Elementary Education; Ethnic Groups; *Literature Appreciation; *Reading Materials; *Reading Material Selection; State Curriculum Guides
IDENTIFIERS- *Alaska; Whole Language Approach

Intended to assist Alaskan school districts in their own selection informal lecture/discussion, open discussion, and independent study) represent different levels of teacher control of learning and are different ways of providing scaffolding in the zone of proximal development. Four stages of learning in the zone of proximal development are conversations with the teacher, private speech, inner speech, and then deautomatization when conversation is again sought out. Vygotsky believed that critical thinking skills are culturally relative and are learned, and used, within a social-historical context. This perspective is a useful way of organizing the disparate lines of research on critical thinking. It also offers interesting strategies for teaching critical thinking which can be evaluated empirically. (One table outlining levels of control in teacher directions is included.) (MG)

ED 314 771 CS 506 967

Stepp, Pamela
Taking CEDA Debaters Out of the Normal Tournament Setting.
PUB DATE- Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Audience Awareness; Communication Skills; *Debate; Educational Trends; Higher Education; Persuasive Discourse; Program Development; *Program Evaluation; Public Speaking; Rhetoric
IDENTIFIERS- Cross Examination Debate Association; *Debate Tournaments

Debate educators have been concerned about the disadvantages of tournament debating. While student debaters have learned critical thinking, research, writing, public speaking, and other skills, some former participants feel the experience left them too argumentative generally. Some scholars favor moving away from formal debating contests. A greater emphasis on basic research on argumentation would be more in keeping with other speech communication study. A shift to community and campus programs could generate greater public support for forensics. In addition, debates before lay audiences could teach students to adapt to situations and to learn to communicate more effectively. Audience-centered

non-conflict directions of argument. Where there is no conflict the group will either offer no argument in reaching a decision or offer arguments to support a proposal and allow the proposal to become the final decision. Where there is conflict group members develop an argumentative style, mode, and structure. The socio-cognitive perspective can guide researchers toward further investigation in small group argument. (A figure of the proposed model is included, and 28 references are appended.) (SG)

ED 314 785 CS 507 004

Sykes, Sussanne A.
Using the Mass Media to Teach Critical Thinking Skills to High School Students.
PUB DATE- Jan 86
NOTE- 29p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Critical Thinking; Educational Research; Grade 9; High Schools; *High School Students; *Instructional Effectiveness; Media Adaptation; Newspapers; Periodicals; Small Schools; Teaching Methods; Television; Thinking Skills

A unit to remediate and teach critical thinking skills was designed and implemented for a class of 24 average ninth graders in a small public high school. The unit's aims were to make available teaching materials and strategies using the mass media as a vehicle, thus providing readily available resources and tools to aid in the teaching of five basic skills. There are currently no set, state-adopted materials designed to facilitate the teaching of these skills. The unit utilized three forms of mass media--magazines, newspapers, television--to serve as teaching aids for teaching critical thinking skills: drawing conclusions, determining stated main idea, recognizing implied main idea, differentiating fact from opinion, and understanding cause and effect relationships. The results showed improvement in four of the above five skills addressed. The fifth skill went unaffected. Two skills were drastically improved. (An appendix of data is attached.) (Author/RS) the classroom teacher. The paper provides 12 activities for students (Kindergarten-12) to demonstrate how storytelling can help develop communication competencies. The activities included in the paper are: folktale cinquain, The Wicked Stepmother Gets Her Day in Court, storytelling troupe, tall tales, Our Town, round robin storytelling, spin a yarn, picture book stories, personal stories, tell me a story, storytelling festival, and oral history. The paper also provides six activities, to be used as a follow-up to storytelling, which develop the following communication competencies: expanding power of reasoning; problem-solving competencies; listening effectively to spoken language; using nonverbal cues that emphasize meaning; and using spoken language creatively to enjoy and participate in imaginative situations. Appendixes include 81 resources and evaluation forms for assessing students' performances. An additional 52-item resource list is also attached. (MG)

ED 314 799 CS 507 020

Krug, Linda T.
Richard Nixon's "Pragmatic" Space Race: Metaphorically Crafting a National Identity.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Discourse Analysis; *Metaphors; Persuasive Discourse; Political Issues; Presidents of the United States; Public Policy; *Rhetorical Criticism; *Space Exploration
IDENTIFIERS- *Nixon (Richard M); *Rhetorical Strategies; Space Shuttle; Symbolic Action

President Richard Nixon decided in 1970 to commission the construction of a fleet of reusable space shuttles. Nixon's rhetoric on the space shuttle program (examined here in the light of Kenneth Burke's theory of symbolic action) shows how a philosophy of pragmatism was crafted out of a philosophy of wonderment. That one cannot now remember Nixon's contribution to the space program is a comment on the type of identification he forged for the program. With sentiment against space exploration

Olaye, Imafidon M.
Order of Verdict Consideration and Decision Rule Effects on Mock Jury Decision Making.
PUB DATE- May 89
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Court Litigation; *Criminal Law; *Group Behavior; Higher Education; *Juries; *Participative Decision Making; *Simulation
IDENTIFIERS- Mock Trials; *Verdicts

A study investigated the effects of order verdict consideration and decision rule on jury verdicts. After reading the summary of an actual trial, 240 mock jurors drawn from undergraduate communications classes were randomly assigned to six-member juries. Jury assignments were made under two verdict orders (ascending and descending order of potential penalty harshness) and two decision rule conditions (unanimity and quorum). The juries then deliberated until their assigned decision rules were achieved. Results indicated that ascending order juries deliberate longer, descending order juries hand down harsher verdicts, and unanimous juries spend more time in deliberation than quorum juries. (A 64-item bibliography is included.) (SG)

EA

ED 314 815 EA 020 776

Koprowicz, Constance
The Cost-Sharing Award Program for State Legislative Research in Education: A Final Report to the United States Department of Education, Office of Educational Research and Improvement.

ED 314 829 EA 021 503

Nicolaides, Nitsa; Gaynor, Alan
The Knowledge Base Informing the Teaching of Administrative and Organizational Theory in UCEA Universities: Empirical and Interpretive Perspectives. Improving the Preparation of School Administrators. Notes on Reform No. 5.
National Policy Board for Educational Administration, Charlottesville, VA.
PUB DATE- Dec 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; College School Cooperation; *Course Content; Course Objectives; *Educational Administration; Educational Change; *Educational Quality; Elementary Secondary Education; Higher Education; Instructional Leadership; *Organizational Theories
IDENTIFIERS- *Educational Restructuring

Course syllabi for administrative and organizational theory courses offered in universities affiliated with the University Council for Educational Administration are analyzed. The relative extent to which four schools of though (traditional, phenomenology, ethnomethodology, and critical theory) contribute topics, themes, and concepts to the courses described in 36 syllabi is examined. Five central themes were extracted: (1) theoretical and historical foundations; (2) process and change; (3) sociopolitical structures; (4) leadership; and (5) culture and symbols. Findings are compared with the main recommendations proposed in "The Report and Papers of the National Commission on Excellence in Educational Administration." Implications of the findings are related to the important challenges currently facing the field of education. The major conclusion of the study is that teaching in these courses is limited to topics and themes shaped by traditional perspectives. Alternative perspectives are underrepresented in the courses examined. Issues such as those dealing with race, gender, ethnicity, and social class are similarly underrepresented. Appended is a syllabi bibliography. (30 references) (SI)

ED 314 830 EA 021 504

planning and decisionmaking, that overcentralization has severely limited the scope of teachers' professional discretion, and that quality circles--stressing active employee participation--can enhance schools. Subsequent reports examine four models of structured teacher participation in school management; explore a site-based improvement program in eight Oaklahoma City schools that began with training the principal, a teacher, and a parent at each school; review a book offering step-by-step assistance for school improvement teams in which teachers play leading roles; and detail how school improvement teams healed the wounds from a teachers' strike in Minnesota. The remaining documents considered include an annotated bibliography on school improvement teams, a report on collaborative and prompt goal setting as the key to improving schools, and a description of a program in Fairfax County (Virginia) designed to increase participation in school management. (KM)

ED 314 843 EA 021 532

Shrestha, Bijaya K.
Understanding Thinking Skills.
Oregon School Study Council, Eugene.
PUB DATE- Dec 89
NOTE- 45p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; $2.00 handling charge on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Cognitive Ability; *Cognitive Development; Cognitive Processes; Elementary Secondary Education; Learning Strategies; Middle Schools; *Program Development; Program Implementation; Skill Analysis; *Skill Development; *Thinking Skills

Issues pertaining to thinking skills are discussed in an attempt to clarify what thinking skills are and their components, how they function and how they can be developed in the teaching-learning environment. Chapter 1 reviews the definitions of thinking skills. These definitions are selected from the current literature on education and psychology. Chapter 2 provides a national perspective on the implementation of thinking skills programs. Chapter 3 describes a variety of programs in Oregon elementary and middle and second-year public school administrators in the greater San Francisco Bay Area. Questions asked the principals centered on their recollections of the most challenging problems faced and what was hardest for them as beginning administrators. Areas of needed preparation not addressed in the principals' administrative training programs were also identified. Challenges faced by the cohort group fell within two categories: role validation and leadership management skills. The cohort group did not have difficulty in comprehending the nature of their position and did not list mechanical and procedural issues as areas of concern. Principals interviewed were primarily concerned with personal effectiveness in the performance of their job. (3 references) (Author/SI)

ED 314 858 EA 021 561

Cooley, Van E.; Thompson, Jay C., Jr.
The Saturday Alternative: A Program for At-Risk Youth.
PUB DATE- Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discipline; Elementary Secondary Education; *High Risk Students; *Inservice Education; *Intervention; Models; Parent Student Relationship; *Program Implementation; Self Concept; *Student Behavior
IDENTIFIERS- *Saturday School

The Saturday School Alternative for at-risk students provides educators with a realistic framework, time, and community resources to help resolve almost any student problem encountered. Based on effective schools research, the program is no panacea but a realistic attempt to modify student behavior by providing experiences that will build a positive self-concept. The Saturday Alternative does not attempt to circumvent existing discipline policies or to allow students an unreasonable number of chances. The Saturday School curriculum is an integral model component and can be expanded to address drug abuse education, conflict resolution, study habit development, and other concerns. The intervention program has nine components: (1) diagnosis and school district picture. Effective staff development must also include identification of obstacles to change and strategy development to demolish them. Funding staff development is also a key issue. Staff fund providers and the state government need to work together to implement a successful change program. A summary of recommendations is presented at the beginning of the booklet. Appended are a sample staff development policy statement, a chart showing evaluation possibilities for staff development programs, and a set of sample professional staff development plan regulations. (24 references) (SI)

ED 314 872 EA 021 647

Student Literacy. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Boards of Education; Change Strategies; Educational Change; Elementary Secondary Education; *Functional Literacy; *Illiteracy; *Literacy; *Literacy Education
IDENTIFIERS- *New York

A report and recommendations endorsed by the New York State School Boards Association concerning the problem of functionally illiterate students leaving school are presented as an official position paper. Recommendations are made in the areas of local action, action to be undertaken by the commissioner of education, state action, federal action, private-sector action, and coordinated action for employment readiness. The costs of illiteracy affect employers and society, as well as the individuals directly concerned. It is difficult to address the illiteracy issue due to a web of problems with the social system and the educational system. Many local, state, and federal efforts have been aimed toward setting standards at various levels and enforcing them through testing and required remediation. Successful student literacy programs do exist, and a review of the information available on them suggests several themes: (1) target the early years; (2) health is a prerequisite; (3) parents and parent-teacher relationships are crucial; (4) context, reality, diversity, and

Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Disabilities; Personnel; Preschool Education; *Preschool Evaluation; *Program Evaluation
IDENTIFIERS- *Project Head Start; *Resource Access Projects

This report presents findings of the fifth impact evaluation of Head Start's 15 Resource Access Projects (RAPs), offering data for the 1980-81 program year. RAPs are the designated liaison between Head Start grantees and state and local education systems, and they also train Head Start staff to work with handicapped children and their families. The chapter, "RAP Profiles," provides an overview of each project's service approach and activities during the year. All other chapters treat the network as a whole, with illustrations of individual projects' exceptional traits. A chapter on "Budget and Staffing" describes RAPs' financial and staff resources. In the "Performance" chapter, findings on the network's fulfillment of contractual obligations are organized by task. Head Start and state education agency clients' perceptions of RAPs are analyzed in the "Impact Data" section. The final section, "Findings and Recommendations," summarizes the major outcomes of the year's effort and suggests further emphases. (PB)

ED 314 888 EC 222 029

Waksman, Steven; Jones, Vern
A Suggested Procedure for the Identification of and Provision of Services to Seriously Emotionally Disturbed Students. Technical Assistance Paper 5. A Series on PL 94-142 and Related Oregon Laws.
Oregon State Dept. of Education, Salem.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 85
NOTE- 25p.
CONTRACT- DOE-300-83-0185
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Definitions; *Delivery Systems; *Educational Diagnosis; Elementary Secondary Education; *Eligibility; *Emotional Disturbances; Federal Legislation; *Handicap Identification; Legal Responsibility; State Legislation; *State Standards
IDENTIFIERS- Education for All Handicapped Children Act; *Oregon

This technical assistance paper aims to help Oregon special education personnel to standardize the eligibility criteria for the

Swedish Inst. for the Handicapped, Bromma.
PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- *Assistive Devices (for Disabled); Daily Living Skills; Design Requirements; Family Environment; Foreign Countries; Housing; Incidence; *Needs Assessment; *Physical Disabilities; *Quality of Life
IDENTIFIERS- *Osteogenesis Imperfecta; Sweden

Children with osteogenesis imperfecta form a small and relatively unknown group, with 5 to 10 children diagnosed in Sweden each year and a total of around 200 people under the age of 17 having the condition. A questionnaire was completed by families of 24 Swedish children with osteogenesis imperfecta, and three families were interviewed. The questionnaire addressed: how and when parents were informed of the diagnosis, daily activities and play, transportation considerations, hydrotherapy, fractures, and technical aids. Interviews carried out with three children and their parents aimed to establish a picture of the daily living conditions of children with osteogenesis imperfecta and the impact of their handicap on the family. The interviews covered daily life, child interests, home modifications, handicap aids used, and problems unsolved by aids. The report concludes that families of children with osteogenesis imperfecta need more community support than they receive, that major problems exist with handicap aids that have not been modified for these children, and that parents need more information on handicap aids available. (JDD)

ED 314 902 EC 222 060

Schumaker, Jean; Deshler, Donald
Life Planning Intervention for Facilitating the Transition of Learning Disabled Adolescents to Post-School Situations. Project Summary. Final Report.
Kansas Univ., Lawrence, Inst. for Research in Learning Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 75p.
GRANT- G008302343
LANGUAGE- English

ED 314 916 EC 222 076

Meeting the Needs of Able Learners through Flexible Pacing. ERIC Digest #464.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062207
AVAILABLE FROM- The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academically Gifted; Acceleration (Education); Continuous Progress Plan; Curriculum Design; Elementary Secondary Education; *Flexible Progression; Individualized Instruction; Pacing; *Program Development; Student Needs; Teaching Methods

This information sheet, based on "Flexible Pacing for Able Learners" by Neil Daniel and June Cox, defines flexible pacing as any program in which students are taught material that is appropriately challenging for their ability and allows them to move forward in the curriculum as they master content and skill. The document outlines methods used to achieve flexible pacing, such as grade skipping, early entrance, and credit by examination. The digest also briefly describes methods of implementing a flexible pacing program, the teacher changes needed to promote flexible pacing, the benefits of flexible pacing, and the reactions of students to flexible pacing programs. A list of 11 bibliographic resources and one organizational resource concludes the digest. (JDD

ED 314 917 EC 222 077

Citizens with Severe Disabilities. Special Report. Proceedings from the Annual Meeting of the President's Committee on Employment of People with Disabilities (1988).

President's Committee on Employment of People with Disabilities, Washington, DC.

PUB DATE- 5 May 88
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Disabilities; Employment Potential; Federal Legislation; Financial Support; Job Placement; Mental Retardation; Needs Assessment; Neurological Impairments; *Severe Disabilities; Social Integration; State Federal Aid; *Vocational Rehabilitation
IDENTIFIERS- Head Injuries; Rehabilitation Act (Title VI C); *Supported Employment

The purpose of this forum was to examine critical issues in the implementation of supported employment from a variety of perspectives and to provide recommendations for future improvement. Eight invited papers and discussions were organized into four topics: issues related to time-limited funding; disabilities other than mental retardation; support; and rehabilitation facilities and supported employment. Papers have the following titles and authors: "Supported Employment Issues Relating to Time-Limited Funding" (Paul Sale); "Beyond Title VI-C: Accessing SSA (Social Security Act) Funding Resources" (Claude Whitehead); "Supported Employment for Individuals with Disabilities Other than Mental Retardation" (Jay Buckley et al).); "Supported Competitive Employment for Persons with Head Injury: A Post-Employment Treatment Model" (Wendy Wood et al.); "A Descriptive Analysis of Reasons Why Supported Employees Separate from their Jobs" (Thomas Lagomarcino and Frank Rusch); "Job Opportunities Today and Tomorrow: Ensuring Career Choices, Mobility, and Employment Continuity" (Claude Whitehead); "Rehabilitation Facilities and Supported Employment" (Robert McDaniel); and "Challenging Choices for Vocational Rehabilitation Facilities: Response or Resistance to the Integrated Employment Initiatives" (Claude Whitehead). Three general and 31 specific recommendations resulted from the forum. The general recommendations include: (1) promote the continued development and implementation of supported employment services for people with severe disabilities; (2) promote the continued development and implementation of related placement and training techniques for people with disabilities who require vocational rehabilitation services other than supported employment; and (3) develop support systems necessary to promote a full array of employment and employment related services for people with disabilities through adequate funding, policies, and research methodology. The names and

This document presents the view that for teaching and learning written language, teachers and students in bilingual education programs must have autonomy and must be able to appropriately account for local conditions. Upper-level government policies should be broad, non-specific, and linked to appropriate general goals. Diverse and complex local contexts preclude the establishment of uniform policies, contexts such as teachers' bilinguality and biliteracy, language use in the community, and pressure from regional, state, and national forces. Issues that should be considered when developing local policies include the nature of written language acquisition, the language resources available, the treatment of written products in each language, and the value and consequence of writing ability. (MSE)

ED 314 944 FL 018 291

Duncan, Annelise M.
The Camera Angle: Film as a First Exposure to Literataure.
PUB DATE- 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Teachers of German (Boston, MA, November 17-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Films; *German; *Instructional Materials; *Literature Appreciation; Second Language Instruction; Second Language Learning; Student Motivation

While students are struggling with the basic concepts of learning a second language, they are not likely to be intrigued by the language as the key to literature. In the first two years of language study, the amount of material being studied and the focus on language acquisition are such that film can be accommodated as an outside activity carrying credit. A German series of literature on film, designed for television, and literature interpreted for the cinema by film authors offer diversity in the language classroom, are well suited for classroom use, and are readily available. A brief in-class introduction of the author, the period, and the film establishes the literary context before viewing. A discussion of students' written critiques after viewing the film serve to clarify any questions students might have. Use of English dental sciences; asepsis; prevention; preventive dentistry; recordkeeping; chairside procedures; four-handed dentistry; anesthesia; operative; radiological studies; cements and bases; dental materials; dental specialties; vital signs; inventory and supply ordering control; the special patient; and pharmacology. (KC)

ED 314 558 CE 053 148

Moore, Pamela Hullen
Child Care Aide. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 169p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; *Child Caregivers; *Child Care Occupations; Child Development; Communication Skills; *Competency Based Education; *Day Care Centers; Integrated Curriculum; Mathematics Skills; Occupational Home Economics; Occupational Information; Science Instruction; Secondary Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the child care aide program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 11 units are: orientation; safety; health responsibilities; child growth and development;

listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The six units are: orientation; classroom and shop safety; plant science; landscape; greenhouse horticulture; and floristry. (KC)

ED 314 571 CE 053 161

Abbott, Alan
Marine Trades. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 199p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; Boat Operators; Communication Skills; *Competency Based Education; *Engines; Integrated Curriculum; Mathematics Skills; *Repair; Science Instruction; Secondary Education; *Small Engine Mechanics; Vocational Education
IDENTIFIERS- *Boats

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the marine trades program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 30 units are: orientation; shop practices; electricity; two- and four-stroke engine theory and block; brick; fireplace construction, carpentry, and estimating. (CML)

ED 314 584 CE 053 174

Gudzak, Raymond
Building Trades. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 105p.; For related documents, see CE 053 146-173. Small, light type may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Building Plans; Buildings; *Building Trades; *Carpentry; Ceilings; Communication Skills; *Competency Based Education; *Construction Industry; Construction Materials; Craft Workers; Flooring; Hand Tools; Integrated Curriculum; Mathematics Skills; Roofing; Safety; Science Instruction; Secondary Education; Shop Curriculum; Skilled Occupations; Trade and Industrial Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; a preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the building trades program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theory and basic skills covered. Also listed are the expected student outcomes. The 20 instructional units included are: orientation; careers in the construction field; carpentry hand tools; carpentry power tools; carpentry building

ED 314 598 CE 053 926

Boser, Richard A.
The Implementation of State-Wide Curriculum Change in Technology Education. A Summary of Research Report.

PUB DATE- Aug 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Improvement; *Educational Innovation; *Industrial Arts; *Inservice Education; Professional Development; Program Implementation; Secondary Education; State Departments of Education; *State Programs; *Teacher Effectiveness; Technical Education; Technology
IDENTIFIERS- Illinois; New York

A study was designed to identify cases of the successful implementation of technology in New York and Illinois; to document the strategies, processes, and procedures used in the successful implementation of statewide technology education programs; and to develop guidelines for the implementation of statewide technology education programs. Data were collected through telephone interviews with the state supervisors of technology education in New York and Illinois and with 10 teachers of technology education in each of those states. The following were among the conclusions reported: (1) teachers participated extensively in the implementation stage of the innovation-decision process; (2) teacher involvement in agenda-setting at the state level was not essential to the successful implementation of technology education programs; (3) successful implementation required an inservice professional development strategy sequence that began with awareness of the philosophy of technology education and then moved to hands-on classroom activities; and (4) a regional inservice professional development strategy contributed most to the classroom success of teachers. (The document also includes 20 guidelines for the statewide implementation of technology education and a 61-item bibliography.) (CML)

Telecommunication System (WHETS) has allowed the Washington State University College of Agriculture and Home Economics to reach professionals at 4 sites up to 350 miles distant with up-to-date technical information. The system has been used mainly to conduct formal course work. This has allowed courses to originate from many locations in the state, allowing greater flexibility in faculty assignment. The system has been well received and appreciated by its target audience. It is in its second year of offering graduate courses, and plans have been made to offer the 12-semester unit core required for the Master's program. (KC)

ED 314 612 CE 053 964

Learning Economics: Empowering Women for Action. Facilitator's Guide and Participant Packet.

Religious Network for Equality for Women, New York, NY.

PUB DATE- 88

NOTE- 106p.; A Women's Collective Project in Economic Literacy.

AVAILABLE FROM- Religious Network for Equality for Women, 475 Riverside Drive, Room 812A, New York, NY 10115 (facilitator's guide $4.00; participant's packet: 1-10 copies, $6.00 each; 11 or more, $5.00 each; add 10% for postage/handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Community Education; Economically Disadvantaged; *Economics; *Economics Education; Labor Economics; Outreach Programs; *Poverty; *Sex Discrimination; *Womens Education

This facilitator's guide and participant packet were designed to teach women how the U.S. economic system works and were developed by a coalition of more than 40 national religious groups working toward economic justice for women. The facilitator's guide consists of a section explaining the coalition, a section on the development of the materials as part of the Economic Literacy Project, an introduction to the materials, directions for conducting six instructional sessions, and a chart labelled Facilitator's Sample Structure. The titles of the sessions are Making Connections with Ourselves as Economic Persons; Reflecting on Women and Work: Paid and Unpaid Labor; Reflecting on Women and Work: The International Economy; Making the Economic Linkages; Connecting Our Values and

Maturity
IDENTIFIERS- *Missouri

This document contains business and office occupations-related materials to help teachers and parents teach access skills to Missouri junior high and high school special needs students who want to pursue a vocational program in secretarial and office technology, bookkeeping, accounting, and payroll, or data entry. Access skills are defined as those skills needed to access vocational education programs and be successful in the world of work. An introduction explains this document's relationship to other documents about Missouri vocational education and describes the document's contents. Competencies for the business and office program area appear next, along with access skills checklists on which teachers can record student competence in the secretarial and clerical, bookkeeping and accounting, and data entry areas. An occupational glossary follows those checklists. The next three sections contain competency lists and instructional activities relevant to the chosen vocation. The activities cover each of the five major areas (math, physical demands and working environment, aptitudes, temperament, and vocational) of Missouri's Vocational Readiness Inventory. Teacher and student worksheets are included. The next five sections are instructional modules that teach computer awareness; using a dictionary; capitalization, punctuation, grammar, and spelling; typing; and communicating on the telephone. The modules include task analysis sheets and directions for instruction. The document concludes with a 49-item resource list. (CML)

ED 314 626 CE 053 985

Occupational Home Economics. Access Skills. Vocational Readiness Skills. Missouri LINC. Accessing Vocational Education.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Sep 88
NOTE- 120p.; For related documents, see CE 053 979-990.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($8.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

analysis of variance techniques. The following are among the results reported: (1) the students whose images of vocational education are most negative are white, male, of a high socioeconomic status, and enrolled in a college preparatory curriculum; (2) males' images were more negative than females', whites' images were more negative than blacks' and other minorities', and the images of those with the highest socioeconomic status were more negative than of those with the lowest socioeconomic status--although sex, race, and socioeconomic status were found to account for only a small amount of the variance; (3) 55 percent of the students said they had neither a positive nor a negative view of vocational education; and (4) parents' images were similar to students'. (A six-item bibliography is included.) (CML)

ED 314 638 CE 054 019

Westrom, Lyle; Lee, Jasper S.
The Interaction of Secondary Agriculture Teacher Health and the School as a Workplace.
PUB DATE- 1 Dec 89
NOTE- 10p.; Paper presented at the National Agricultural Education Research Meeting (Orlando, FL, December 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Health Needs; Health Programs; *Health Promotion; *Occupational Safety and Health; Secondary Education; *Teacher Attitudes; *Teacher Welfare; Teaching Conditions; Vocational Education; *Vocational Education Teachers

A study was conducted to identify the factors in the school workplace that may contribute to the health status of secondary agriculture teachers in the United States. The research involved a descriptive-correlational study, in which 303 teachers from a random sample of more than 500 replied to a questionnaire. Results showed that teachers perceived the school workplace to be deficient in (1) quality of the physical environment, such as laboratory noise and air quality; and (2) administrative assistance in maintaining physical and mental well-being. Significant and meaningful relationships existed between (1) environment and health care experience; (2) environment and days missed by health area; (3) administrative assistance and health care experiences; and (4) wellness program participation and days missed by health area. The

*Prevention; *School Role; *Student Behavior

This set of papers is one part of the United States Department of Education's effort to establish a research agenda for drug use. It consists of a foreword and 10 papers that examine issues of drug abuse, students, and schools. It presents different views on the drug abuse problem in order to affect research on schools, drugs, and drug education. The foreword, "Rethinking Drug Abuse, Students, and Schools" (Leslie J. Silverman), discusses the timing and rationale of the Department of Education's project on new research perspectives on preventing student drug abuse, and highlights seven themes that emerge from the 10 papers. Although the papers are presented in their entirety, each is individually abstracted in a separate section to illustrate the basic researchable ideas of the authors. The papers are: (1) "Drug Abuse and Adolescence" (Joseph Adelson); (2) "Families, Adolescents, and Drugs: A Review and Interpretation of the Research Literature" (Allan C. Carlson); (3) "Drugs, Peer Groups, and School Communities" (Nathan Glazer); (4) "Reducing Drug Use in America: A Perspective, a Strategy, and Some Promising Approaches" (Lloyd D. Johnston); (5) "Historical Perspectives on Youth and Drugs" (Joseph F. Kett); (6) "The Legal System and School Efforts to Combat Drug Abuse" (Henry Lufler, Jr.); (7) "What We Can Learn From the First Opiate-Cocaine Epidemic" (David F. Musto); (8) "Schools and Drugs: Educational Partnership as a Remedy for the School Drug Problem" (David S. Seeley); (9) "Drugs and Children" (Benjamin J. Stein); and (10) "Competing with the Drug Curriculum in American Schools" (Jackson Toby). Biographical summaries of the authors are appended. (NB)

ED 314 652 CG 022 184

Miller, Mary Ball
Challenging Developments in Rehabilitation Counseling.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); *Counseling Techniques; *Hypnosis; *Imagery; Interdisciplinary Approach; Medical Services; *Rehabilitation Counseling; *Self Esteem

Rehabilitation psychology and medicine are growing rapidly and can provide rehabilitation psychologists many opportunities for the constructive thinkers may be mediated by the increased stress produced by their maladaptive thinking style. (Author)

ED 314 666 CG 022 200

Goldstein, Marc B.; Engwall, Douglas B.
What Should We Mean by Drug-Free Schools: Policy Implications.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drug Abuse; *Drug Education; Educational Policy; Elementary Secondary Education; Government School Relationship; National Programs; *Politics of Education; *Propaganda; *Public Policy; Public Relations
IDENTIFIERS- *Reagan Administration

Over the past decade, a significant shift occurred in the language used by the Reagan administration in the fight against youthful drug abuse. This shift reflects a change both in the "moral climate" regarding drug use as well as a reconception of the appropriate way to confront the issue--the "just say no" philosophy. This paper first provides a sociological overview of the emergence of adolescent drug use as a major social problem. Next, through an examination of government-sponsored literature on drug use produced over the past 10 years, it documents the changes in conceptual focus that have occurred during this time, and it considers some of the potentially adverse consequences of these changes. Finally, a redefinition of the notion of "drug-free school" is proposed. (TE)

ED 314 667 CG 022 201

Madden, Margaret E.; And Others
Jealousy, Gender, Sex Roles, and Dependency.

Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Drinking; *Drug Use; Grade 7; Junior High Schools; Marijuana; *Models; *Predictor Variables; Prevention; Smoking; *Substance Abuse

Many questions about the associations between risk factors and drug use remain unanswered. Data originally obtained from seventh graders participating in a school-based prevention program were examined in terms of a theoretical model. A series of multiple regression analyses were then conducted to select those risk factors which contributed unique variances in predicting individually five types of drug use: alcohol, cigarettes, marijuana, cocaine, and a composite of hard drug use. A final measurement model indicated the psychometric soundness of the relationship among the measured and latent constructs. Conceptually, a risk factor methodology supports the notion of a multiple pathway model for predicting adolescent drug use. The concept of multiple pathway model suggests a need for different prevention strategies tailored for specific high-risk groups. Educational intervention strategies that target multiple risk factors, aimed at specific high risk groups, can help to inoculate individuals from experiencing the deleterious effects associated with a drug using/abusing lifestyle. Differentiating patterns of risk for drug use is critical toward the development and implementation of sound primary prevention strategies. Five tables and two figures are included. (ABL)

ED 314 683 CG 022 219

Cornwall, Katharine K.
Social Networks: Do They Affect Role Change in Adult Women?
PUB DATE- Aug 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Change; *Females; Interpersonal Relationship; Nontraditional Students; Reentry Students; *Role Perception; *Social Networks; *Social Support Groups

The lives of adult women tend to be framed by emotional relationships created early in the life course that reflect the

ED 314 698 CG 022 234

Muntz, Palmer H.
Leadership Development Approaches.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Students; Higher Education; Internship Programs; Leadership Qualities; *Leadership Training; *Management Development; Program Descriptions; *Supervisory Training; Surveys; *Youth Leaders

This document compiles leadership development ideas used at colleges and universities throughout the nation, based on information collected primarily through direct conversations with personnel at each institution mentioned in the document. in outline form, is divided into five major categories. The first and largest category describes the formats used in presenting leadership development programs. These include classes for credit, noncredit classes, retreats, a Freshman Emerging Leader Program, the Vermont Internship Program (both at the University of Vermont), one-day programs, exercises, a Visiting Leader Program, workshops, community service, outdoor leadership, volunteer referral, seminar series, symposia, a student leader training day, and a high school leadership experience program. The second major category describes how student participants are selected at various institutions; the third lists the names and titles of the programs described; the fourth describes marketing methods used to promote programs; and the final category provides miscellaneous information, including a summary of an eight-step model for setting up leadership training. (TE)

ED 314 699 CG 022 235

Cahill, Janet
Technology and Stress in the Workplace: The Role of the Consulting Psychologist.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Learning Disabilities; Learning Problems; Reading Comprehension; *Reading Difficulties; *Reading Instruction; Reading Research; *Reading Strategies; Reading Writing Relationship

Designed to provide resources for educators who teach reading for students with learning disabilities (LD), this 26-item annotated bibliography contains selections published in the ERIC database between 1987 and 1989. The bibliography is divided into two sections: an overview of reading and research on learning disabilities, and strategies for teaching reading to LD students. (NKA)

ED 314 715 CS 009 888

Johns, Jerry; Desmond, Joann
At-Risk Students in Reading. Focused Access to Selected Topics (FAST) Bibliography No. 46.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Beginning Reading; Grade 1; *High Risk Students; Intervention; Kindergarten; Learning Problems; Primary Education; *Reading Difficulties; *Reading Instruction; *Reading Strategies
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Reading Recovery Projects

Focusing on students who are at risk of failure in reading, this 26-item annotated bibliography offers strategies, instructional approaches, and motivational techniques to help those who deal with this group of students. The selections in the bibliography date

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; Adult Reading Programs; *Doctoral Programs; Faculty Development; Graduate Study; Higher Education; *Masters Programs; Program Administration; Program Descriptions; *Reading Teachers; Remedial Reading
IDENTIFIERS- Northern Illinois University

Intended primarily to serve as a catalyst for further discussion, this report presents recommendations for the development of graduate level emphases in adult reading/literacy and postsecondary reading/learning (initially at the doctoral level and later at the master's level) that function within the mission of the graduate program offered by the Faculty in Reading of the Curriculum and Instruction Department at Northern Illinois University. The report considers the basic goals of the program and then presents recommendations for designing a prototypical plan of study for both proposed emphases. The report discusses (1) the required core courses; (2) the recommended courses offered by the Faculty in Reading; (3) the within-field electives that do not directly apply to the emphasis; (4) the cognate areas of study; and (5) the general interdisciplinary electives. A number of basic administrative issues (such as recruitment of students, delivery systems, instructional sites, implementation timetable, requirements for staffing, and teaching assistantship) are discussed in the report. The report concludes with a restatement of questions raised in the report but left for discussion. (RS)

ED 314 730 CS 009 909

McCarthey, Sarah J.; Raphael, Taffy E.
Alternative Perspectives of Reading/Writing Connections. Occasional Paper No. 130.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 89
NOTE- 47p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)

NOTE- 84p.; Portions of lesson plans 5, 7, and 7(a) contain small/marginally legible type. Printed on colored stock.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Writing; Intermediate Grades; Language Arts; Learning Activities; *Reading Instruction; *Reading Writing Relationship; *Remedial Instruction; Secondary Education; *Tutoring; *Writing Instruction
IDENTIFIERS- Tutor Role

Written for tutors of upper elementary and secondary students, this booklet is a guide to 20 hours of formal lessons to improve reading skills through writing. The lessons, presented in step-by-step numbered outline form, are intended to help learners utilize language arts skills in educational activities for remediation. The booklet places major emphasis on the learner's re-entry into activities associated with formal education, and is arranged so that tutors will focus attention on ways of building a good self-concept as well as building language arts skills. The booklet's five chapters are as follows: (1) A Tutor's Role in Helping a Partner in Learning; (2) Twenty Lessons Designed to Teach Creative Writing; (3) Twenty Lessons Designed to Teach Informational Writing; (4) Lesson/Guide for Implementing the Experience; and (5) Language Arts Continuum. (SR)

ED 314 744 CS 009 925

Linder, Fredric; And Others
A Descriptive Study of Teacher Perceptions Regarding Reading Selection Policy.
PUB DATE- Feb 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Childrens Literature; Elementary Education; *Participative Decision Making; *Public Schools; Public School Teachers; Reading Materials; *Reading Material Selection; School Involvement; *School Policy; Supplementary Reading Materials;

and promotion of reading and literature, this guide to literature for use in grades K-8 has five purposes: (1) to encourage reading and the use of literature throughout Alaskan schools; (2) to promote the inclusion of Alaska native literature, and minority literature, in addition to the traditional Eastern and Western classics; (3) to help curriculum planners and committees to select books and obtain ideas for thematic units using literature; (4) to stimulate local educators to evaluate the use of literature in their schools and consider ways to use it as core material and as recreational reading; and (5) to accompany the state's Model Curriculum Guide in Language Arts, K-12, supplementing the references to literature, and to promote the reading of literature as an activity expected of all Alaskan students. Contents include: Foreword; Preface; Acknowledgments; Introduction and Overview; Basic Intent of This Document; Criteria for Selection of Books; Questions for Local District Selection; Local Decision-Making Policies; Format of This Document; a note on the importance of Alaskan literature; a note on Implementation Ideas; Common Agreement Statements from Professional Associations; General Genre Listings; Alphabetical Listing of Suggested Literature (an annotated bibliography making up the greater part of the document); Recommended Authors Who Have Series or Bodies of Work (a list); Alaska Native Literature Anthologies (a list); "Role of Literature as a Source of History, Values and Identity" (excerpted from a paper by Edna MacLean); "The Right to Read" (an open letter from the National Council of Teachers of English); Library Bill of Rights; Sources for Alaskan Literature; a list of Alaskan associations represented on the Literature Panel responsible for this publication; Book Selection Guides; and Feedback Form. (SR)

ED 314 758 CS 212 197

Flanigan, Michael
Establishing Criteria for Judgment: Writers Construct Methodologies for Truth.
PUB DATE- 26 Oct 89
NOTE- 12p.; Paper presented at the Annual Meeting of the South Central Modern Language Association (New Orleans, LA, October 25-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -

debates would also be more likely to trigger interest among other students. Furthermore, such debates can provide a forum for community issues. Educators need to do more research on audience-centered debate and to tell each other of work being done at the universities. If effort continues to be devoted exclusively to tournament debates, interest in debating may disappear. (SG)

ED 314 772 CS 506 973

Rolls, Judith A.
The Recovering Female Alcoholic: A Family Affair.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Abuse; *Alcoholism; Child Development; Communication Research; Divorce; Drug Therapy; *Family Counseling; *Females; Foreign Countries; *Interpersonal Communication; Marriage; Parent Child Relationship; Psychological Studies
IDENTIFIERS- Alcohol Wellness; *Family Communication

To ensure a positive prognosis, the recovering female alcoholic requires family therapy as an adjunct to her regular treatment program. Research indicates that the characteristics affecting a person's ability to secure and use treatment include (1) predisposing factors; (2) attitudes toward alcohol and health care; (3) personal enabling factors; and (4) social factors. Children of alcoholic mothers may not learn to trust, may come to believe that their lives are normal, and may develop insecure, unpredictable relationships with their mothers. Husbands of these women often see no reason to be involved in their wives' treatment, claim professional responsibilities as excuses for not being involved, and tend to leave their wives. These men may resent the time the women spend in treatment, and may be skeptical of the need for total sobriety. The mother's drinking, and the later cessation of her drinking after treatment, may disrupt family roles. Hence, each member requires therapy, as does the overall family unit. Because of the mother's central role in the family there is a necessity for

ED 314 786 CS 507 005

Wilson, Alicia A.; Stohl, Cynthia
Participation and Performance: An Individual and Group Level Analysis.
PUB DATE- May 89
NOTE- 39p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Group Dynamics; Group Experience; Group Membership; Groups; *Group Unity; *Interpersonal Communication; *Job Performance; Morale; *Organizational Communication; *Participation
IDENTIFIERS- Group Characteristics; *Group Cohesion

A study examined the relationship between participation and performance in groups to determine whether increased communicative activity brought about through participation in groups resulted in the acquisition of specific types of organizational knowledge and increased motivation which positively affected performance. Subjects for the study were 107 members of 8 semi-autonomous workgroups employed by a continuous processing plant in a large midwestern community. The results at the individual level suggest that worker knowledge and level of motivation are significantly related to supervisor assessment of individual performance and autonomy. At the group level, the data indicate that knowledge and motivation are related to actual team performance, but minimally or negatively associated with assessments of team performance. (Seven tables of data are included; 36 references are attached.) (Author/KEH)

ED 314 787 CS 507 006

Miles, Paul L.
A Communication Based Strategy to Improve Teaching: The Continuous Feedback Technique.

running high, the president could no longer argue merely that a program driven by the curiosity that led Columbus to the New World needed no greater justification. With American superiority in space proven, Nixon could also not reasonably speak of the Soviet threat in space. Instead, Nixon used metaphors clustering around such themes as adventure, making investments, setting priorities, and expanding horizons. Nixon's metaphors of contemplation of rather than participation in the shuttle program showed that the program made sense, but also killed interest in the program. As a pragmatic man interested in letting the facts speak for themselves, he created an image of a contemplative person who did little more than think. (Thirty-three notes are included.) (SG)

ED 314 800 CS 507 022

Wayson, Kent W. C.
Dust in the Wind: Ethics in Informative Speaking.
PUB DATE- 20 Nov 88
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; Citations (References); Communication Research; *Debate; Deception; *Discourse Analysis; *Ethics; Higher Education; Persuasive Discourse; *Plagiarism
IDENTIFIERS- *Debate Ethics; *Debate Tournaments

Noting a dearth of research on the ethical use of evidence in forensic competitions, a case analysis details a speech delivered by a contestant who apparently borrowed both ideas and writing from another source. In a prize-winning speech, the contestant used source deception, plagiarism, and "pseudo" sources (attribution to sources without citing articles in which the sources were actually found). Plagiarism was present even to the extent of borrowing jokes from sources without attribution. Analysis of such ethical problems can exemplify what not to do in speech competitions, and can bring the problems to the attention of the organizations that sponsor the events. (SG)

National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *Educational Finance; *Educational Policy; Elementary Secondary Education; *Federal Programs; Higher Education; *Program Evaluation; *State Legislation
IDENTIFIERS- *Cost Sharing Awards Program; *Legislative Research

Between 1976 and 1988, the National Conference of State Legislatures (NCSL), with funding from the United States Department of Education's Office of Educational Research and Improvement, has administered a program that supported 69 legislative research studies in educational policy. Program grants, known as "cost-sharing awards," were matched with state funding and were intended to generate new knowledge on educational topics of interest to state legislatures. This final report describes the cost-sharing awards program, examines its outcomes, discusses its strengths and weaknesses, and makes recommendations regarding the future of such programs. To obtain a grant award, states had to go through a competitive application process with strict eligibility, selection, supervision, and reporting requirements. A questionnaire sent to the 69 project directors near the end of the project solicited respondents' feedback regarding program intentions, outcomes, benefits, and improvements. The program allowed states to enhance their legislative studies by involving experts, conducting more indepth research, and leveraging additional funds for research. Top choices for future study areas included educational finance and equity, education reform, and higher education finance and organization. Program strengths and weaknesses are summarized, along with individual state outcomes and recommendations for making future programs even more worthwhile and cost-effective. Appendices contain a categorized list of studies, the evaluation questionnaire, and the program evaluation analysis. (MLH)

ED 314 816 EA 020 877

Jennings, Wayne B.
Chiron Middle School: A New School. A Proposal of the Chiron Steering Committee to the Minneapolis Public Schools.

Berla, Nancy; Hall, Susan Hlesciak
Beyond the Open Door: A Citizen's Guide to Increasing Public Access to Local School Boards.
National Committee for Citizens in Education, Columbia, Md.
REPORT NO.- ISBN-934460-33-7
PUB DATE- 89
NOTE- 125p.
AVAILABLE FROM- Publication Sales, National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044 ($10.00 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Policy; *Boards of Education; *Citizen Participation; *Community Cooperation; *Community Involvement; *Community Role; Educational Legislation; Elementary Secondary Education; Laws; National Surveys; *Participative Decision Making

Although parents and citizens in each community should be encouraged to participate in the educational policy-making process, it has been shown that public access to school board meetings is thwarted in many subtle ways. To gain information that would help to balance the interests of privacy and public access in every school district, the State Association of School Boards in each of the 50 states and the board of education in the District of Columbia were asked to reply to a two-page questionnaire about the provisions of their state's open meeting law as it applies to their member organizations--the local boards of education. Each chief state school officer was asked to supply information as to whom citizens should contact for more information or to file a complaint when they believed the law had been violated by their school boards. Findings indicate that four common elements allow the system of open government to break down: (1) vague requirements for compliance; (2) obtuse language; (3) too many exemptions from open meeting requirements; and (4) complex procedures for citizen participation or redress. The elements of open meetings are discussed as well as the fact that school board members may resist open deliberation. Based on the results of the survey, it is concluded that no state has an open meeting law that can be held up as ideal for protecting public access. A glossary is included, and appendixes making up the bulk of the document provide: (1) summaries of state open meeting laws as they apply to local school boards in 50 states and the District of Columbia); (2) two charts showing provisions of state open meeting laws and common topics allowed in executive sessions; (3) a list of resources; and (4) a

schools. Three commercial thinking skills programs are described in chapter 4. Chapter 5 discusses some criteria that can be used when designing or selecting thinking skills programs. The bulletin concludes that the multidimensionality involved in the teaching of thinking skills and the unidimensionality entailed in defining and measuring them through standardized tests run counter to one another. Students can learn to apply their thinking skills in the real world if textbook problems sufficiently resemble real-world problems; that is, textbook problems should be contextualized. (SI)

ED 314 844 EA 021 533

Unruly Students: Report to the 1989 General Assembly of North Carolina, 1989 Session.
North Carolina Legislative Research Commission, Raleigh.
PUB DATE- 88
NOTE- 44p.; Broken type throughout.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; Behavior Standards; Discipline; *Discipline Policy; *Discipline Problems; *Educational Legislation; Elementary Secondary Education; Government Publications; *Government School Relationship; *Parent Participation; Principals; School Law; Teacher Education; *Teacher Responsibility
IDENTIFIERS- *North Carolina

This report on issues relating to parent and teacher responsibility for unruly students was presented to the 1989 General Assembly of North Carolina (1989 session) by the Legislative Research Committee. Committee proceedings are detailed followed by committee findings and recommendations. Twelve recommendations are offered in the areas of: (1) discipline specialists; (2) teacher training; (3) principals' executive program; (4) student/teacher ratio; (5) parental involvement; (6) alternative schools/programs; (7) school organization; (8) school size; (9) assistant principal positions; (10 in-school suspension programs; (11) doctoral programs in education; and (12) expression of support for teachers. Appended are relevant laws, committee membership list, speakers list, and four legislative proposals. (SI) assessment of student behavior problems; (2) rigid study environment; (3) reality contact with successful business people; (4) completion of a worksheet; (5) completion of a behavior contract; (6) follow-up counseling; (7) "Operation Success" opportunities; (8) recognition and positive reinforcement; and (9) evaluation and program modification. Inservice education for teachers and for business and community leaders involved in the reality contact phase is essential. Saturday supervisors and counselors must be instructed in desired program procedures and outcomes. Effective parenting classes may also be held regularly. The Saturday Alternative may not be the solution for all school systems; the model does treat the causes of student misbehavior through first creating a data base and then providing students with a support system to monitor and correct problem behavior. A model diagram is appended. (MLH)

ED 314 859 EA 021 566

Bauch, Patricia A.
Single-Sex Schooling and Women's Education.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (Chicago, IL, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholics; *Catholic Schools; Coeducation; Elementary Secondary Education; *Females; Homogeneous Grouping; *Institutional Characteristics; Nuns; Private Education; Private Schools; Religious Education; Sex Stereotypes; *Single Sex Schools; *Womens Education

Rarely when single-sex Catholic secondary schools convert to coed school organization is the potential loss of gender-specific benefits addressed. Since the movement to coeducation is seldom accompanied by the return of a "converted" school to single-sex status, the incalculable loss to the traditional gender diversity of school organization is alarming, especially when research findings show strong and sustaining effects for these schools, most notably for women and minorities. While boys' schools resemble the factory model of schooling (structured, functional, economically efficient, and focused on a delivery system of education), girls' activity all help; (5) full literacy requires a full-scale effort; and (6) integrated services are needed to support educational success for all students. (12 references) (SI)

ED 314 873 EA 021 648

Essential Leadership: School Boards in New York State. A Position Paper.

New York State School Boards Association, Albany.

PUB DATE- 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board Administrator Relationship; *Board of Education Policy; *Board of Education Role; *Boards of Education; Centralization; Educational Legislation; Educational Policy; Elementary Secondary Education; *Instructional Leadership; School Organization
IDENTIFIERS- *New York

For effective schools, leadership is vital. As the structure of American education evolved, a model of how a local school board should function emerged. The model is briefly summarized and research on educational leadership, challenges of school board service in New York State, and responsibilities of school boards are discussed. Key leadership functions of the school board represent competing forces in the areas of goals, policies, public relations, and challenges. Six key issues in school board leadership are as follows: (1) the question of who sets the goals and defines the limits for public education; (2) the board/administration relationship and the problem of allocating responsibilities; (3) the pressure for teacher professionalization and empowerment; (4) the challenge of governing schools in an atmosphere of legal constraint; (5) the difficulty of shaping legislated reforms and categorical aid into effective change; and (6) the imperative of bridging the gap between schools and community, both to respond to student needs and to tap local resources. (31 references) (SI)

category of seriously emotionally disturbed (SED) students and to assist Oregon educators in providing appropriate services to students experiencing serious school behavior problems. The paper reviews definitions, prevalence estimates, and legal requirements regarding the identification of seriously emotionally disturbed students and the provision of services for them, based on Public Law 94-142 and Oregon Administrative Rules 581-15-005 and 581-15-051. The paper recommends eligibility criteria, presents a rationale for the criteria, outlines a continuum of services to meet students' special needs, and provides an SED evaluation checklist. Also included are a glossary and lists of selected behavior rating scales, social skills training programs, and parent training programs that are commercially available. (JDD)

ED 314 889 EC 222 030

Parent Information Packet. An Information Resource for Oregon Parents of Children with Handicaps.
Oregon State Dept. of Education, Salem. Special Education Section.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 115p.
CONTRACT- 300-83-0185
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Discipline Policy; Due Process; Educational Legislation; *Educational Planning; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; *Parent Participation; *Parent Responsibility; Parent Rights; Parent Role; *Parent School Relationship; Preschool Education; Records Management; Student Records
IDENTIFIERS- Education for All Handicapped Children Act; *Oregon; Rehabilitation Act 1973 (Section 504)

This document was developed to provide a comprehensive, single source of information about the rights and responsibilities of parents of handicapped children and the resources available to them. The first section focuses on why parents should be involved in their children's education and lists seven major reasons for parental participation. The next section briefly explains major laws affecting the education of children with handicaps, focusing

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Curriculum Development; Education Work Relationship; *Goal Orientation; *Learning Disabilities; *Planning; Problem Solving; *Program Development; Skill Development; Student Educational Objectives; Teaching Methods; *Transitional Programs
IDENTIFIERS- *Life Planning

The project described in this report sought to develop a program whereby adolescents with learning disabilities could increase their skills to successfully cope with the transitions inherent in moving to adulthood. The program, termed the "Life-planning Program," consists of a series of activities designed to: (1) orient the student toward setting goals and planning for the future; (2) show the student how to utilize a problem-solving process; (3) direct the student toward achieving life goals in five content areas (independent living, personal, social, education, and job); and (4) help the student identify and utilize a mentor in the life-planning process. Instructional procedures focus on increasing awareness of needed skills, practicing the skills in simulated situations, and applying the skills to real-life situations. This report describes the program's target skills, instructional procedures, implementation techniques, curriculum development efforts, and program evaluation activities. Appendices contain copies of questionnaires used in the training process and in program evaluation. (JDD)

ED 314 903 EC 222 061

Markowitz, Joy; Larson, John C.
A Longitudinal Study of Children in Preschool Special Education Programs.
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Feb 88
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Development; *Disabilities; *Early Intervention; Hearing Impairments; Language Handicaps; Longitudinal Studies;

College Planning for Students with Learning Disabilities. ERIC Digest #466.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062207
AVAILABLE FROM- The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Choice; *College Preparation; College Programs; College Students; *Counselor Role; Decision Making; Guidance Personnel; Higher Education; High Schools; *Learning Disabilities; *School Counselors

This information digest emphasizes that learning-disabled students must be cautious in selecting a higher education program that matches the student's unique needs with the features of the learning disabilities program. Planning for a successful postsecondary education begins with developing an appropriate individualized educational program in high school, to ensure that students complete high school with the necessary skills, content, knowledge, and a positive self-concept. Students also need to develop skills in evaluating courses, planning long-range study time, and interacting with faculty and other students. The role of high school counselors includes providing students with detailed information about potential postsecondary institutions and analyzing students' needs in terms of the availability and quality of support services. The digest concludes with a list of questions which should be asked in making the final college selection. Four references and a list of five college guides are included. The digest was developed from a paper by S. F. Shaw et al. titled "Preparing Learning Disabled High School Students for Postsecondary Education." (JDD)

ED 314 918 EC 222 078

addresses of the members of the supported employment work group are appended. The papers cite a total of about 170 references. (DB)

FL

ED 314 931 FL 018 271

Young, Dolly Jesusita
Activating Student Background Knowledge in a Take Charge Approach to Foreign Language Reading.
PUB DATE- 89
NOTE- 26p.; Appendices (p.15-21) will not be legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Instructional Materials; Italian; Portuguese; *Prior Learning; Reading Comprehension; *Reading Instruction; Reading Strategies; *Second Language Instruction; Second Language Learning; Spanish; *Student Experience; Uncommonly Taught Languages
IDENTIFIERS- *Authentic Materials; *Schema Theory

A guide for teachers of second language reading offers ideas for using authentic texts as instructional materials. The guide focuses on how to teach students to become strategic readers and use their background knowledge to enhance comprehension. Schema theory is proposed as a framework for approaching reading tasks, by providing relevant pre- and post-reading activities and selecting an appropriate text. Sample in-class pre-reading, reading, and post-reading exercises based on an appended Portuguese text are presented. It is suggested that, by using such reading activities to activate background knowledge, students are encouraged to think at higher cognitive levels, given the tools to take charge without too much frustration, and exposed to relevant language. Additional texts in Spanish and Italian are appended. There are 29 references. (MSE)

in students' critical commentary is permissible only in the first semester. Students eventually recognize that subtitles are actually a hindrance, and they soon notice the inaccuracies in them. If appropriately used at each level, film will support literature before and when it can be read, while adding its own dimension to and interpretation of the written work. (MSE)

ED 314 945 FL 018 292

Richmond, Edmun B.
Language Teaching in the Indian Ocean: Policy and Pedagogy in Three Developing Nations. A Study of the Formation of National Language Policies and Related Educational Programs in the Comoros, Mauritius, and Seychelles.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
REPORT NO.- ISBN-0-8191-3369-8
PUB DATE- 83
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Adult Literacy; Creoles; *Developing Nations; Educational History; *Educational Policy; Educational Radio; Elementary Secondary Education; Foreign Countries; *Language of Instruction; *Language Role; Literacy Education; *Public Policy; Second Language Instruction; Second Language Learning; Second Language Programs; Teacher Education; Uncommonly Taught Languages
IDENTIFIERS- Comoros; Mauritius; Seychelles

The findings of a study of language and language education policy in each of the three independent nations of Comoros, Mauritius, and the Seychelles are reported in this book. Each country is discussed separately, focusing on the linguistic and educational history, the existing educational system, and current language policies and programs. Program types covered include elementary and secondary instruction, teacher education programs, adult functional literacy courses, and language instruction by radio. A concluding chapter analyzes the programs in terms of their pedagogical development and usefulness and examines the areas of language education that still need to be addressed. (MSE) guiding the child's behavior; program planning; daily routines; instructional activities; clerical/receptionist duties; housekeeping/custodial duties; and interpersonal skills. (KC)

ED 314 559 CE 053 149

Vlahides, Norma
Medical Skills and Related Health Careers. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 184p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Allied Health Occupations; Allied Health Occupations Education; Anatomy; Basic Skills; Communication Skills; *Competency Based Education; Integrated Curriculum; Mathematics Skills; Medical Assistants; *Medical Evaluation; *Medical Services; Occupational Information; Physicians Assistants; Physiology; Science Instruction; Secondary Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the medical skills and related health careers program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 17 units are: orientation; safety; anatomy and physiology; medical ethics; determining patient needs; caring for patient personal

construction; inboard engine systems (ignition, lubrication fuel, cooling, electrical); inboard engine maintenance and tune-up and power transmission; propellers; stern drives; parts specialist; wooden hull repair; oxyacetylene equipment and procedures; corrosion control; diesel marine engines; outdoor boat yard operations; outboard motor (powerhead construction and maintenance, ignition, fuel, cooling systems, gearcases, charging systems, installation and maintenance, troubleshooting and estimating); fiberglass hull repair; boating fundamentals; and on-the-water activities. (KC)

ED 314 572 CE 053 162

Felice, Michael
Recreational Vehicle Maintenance and Repair. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 95p.; For related documents, see CE 053 146-174. Small, light type may ot reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Auto Mechanics; Basic Skills; Communication Skills; *Competency Based Education; *Engines; Integrated Curriculum; Mathematics Skills; Motor Vehicles; *Repair; Science Instruction; Secondary Education; Vocational Education; Welding
IDENTIFIERS- *Recreational Vehicles

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of

materials; safety; building plans; specifications plans and codes; building site preparation; footing foundation; foundation walls; floor framing; wall and ceiling framing; roof framing; exterior roofing material; exterior siding and trim; exterior doors and windows; thermal and sound insulations; interior wall and ceiling finish; and stairs. (CML)

ED 314 585 CE 053 507

Special Answers for Special Needs. A Guide to Available 353 Resources.
Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.
PUB DATE- Aug 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Students; *Audiovisual Aids; Competency Based Education; Correctional Education; *Curriculum; Disabilities; *Educational Resources; Employment Potential; English (Second Language); Family Programs; Individual Needs; Job Skills; Literacy Education; Older Adults; Postsecondary Education; Program Administration; *Research Projects; Second Language Instruction; Staff Development; Student Evaluation; *Teaching Methods; Technological Advancement; Volunteers; Writing Instruction
IDENTIFIERS- 353 Project

This document is an annotated guide to resources such as curriculum guides, teaching methods, research projects, demonstration projects, audiovisual materials, and manuals for use in adult education. The listings are divided into 15 sections that cover the following topics: adult education program management; adults with disabilities; competency-based adult education; corrections education; employability; English as a second language; evaluation; family literacy; life skills; literacy; older persons; staff development; teaching writing; technology; and volunteers. Each listing describes the material and provides information on contact person and address, format, and price. (KC)

ED 314 599 CE 053 927

Sharma, Motilal
Liberation of the Learner: A Self-Reliance Strategy for Education. Resource Paper.
PUB DATE- Nov 89
NOTE- 12p.; Paper prepared for the Round Table Conference on Distance Education for South Asian Countries (Islamabad, Pakistan, November 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Developing Nations; *Distance Education; *Educational Needs; *Educational Television; Elementary Secondary Education; Foreign Countries; *Literacy Education; Mass Instruction; *Regional Cooperation; Rural Population; Teaching Methods
IDENTIFIERS- *Asia (South)

Age-old problems of poverty and ignorance persist in South Asia. Educational strategies, compatible with cultural norms, are needed that will motivate and prepare the rural communities of this region to take the lead and to implement activities for growth. Furthermore, these strategies must have appropriate support--people, money, and media. Four major educational problems confront the rural areas of South Asia: illiteracy, quality, relevance, and efficiency. Some changes in schooling could be made--for example, reaching out to the children through mass media rather than having them come to central areas for schooling. The educational systems of the countries of South Asia share many common problems, including rising costs in the face of budgetary constraints, lack of curriculum renewal, lack of textbooks, lack of trained teachers, inadequate level of compatibility between educational systems and the world of work, inadequate supply and use of teaching aids leading to low quality and low systemic efficiency of education, and inadequate access to good education for many groups, especially the rural poor and the disadvantaged. Distance education based on the use of modern communications and multimedia materials could be used to reach some of these people. Such strategies should be researched in order to progress toward education for all. (KC)

ED 314 600 CE 053 933

the Economic Reality of Women; and Social Action: Determining Your Own Action Possibilities. The directions for how to conduct each session include goals, advance preparation, required materials, instructional activities, and evaluation activities. The participant's packet consists of a section explaining the coalition; a section on the development of the materials as part of the Economic Literacy Project; an introduction; guides to the six sessions; three modules of reading material called Where Does Income Come From?, How Does the Labor Market Work?, and Why Don't We Have Full Employment?; a glossary; worksheets for the sessions; a 25-item annotated bibliography that includes videotapes and music as well as printed materials; and an evaluation form. (CML)

ED 314 613 CE 053 969

America's Next Crisis. The Shortfall in Technical Manpower.
Aerospace Education Foundation, Arlington, VA.; FCB Associates, Washington, DC.
PUB DATE- Sep 89
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Educational Needs; *Futures (of Society); Human Capital; Labor Economics; Labor Force; *Labor Force Development; *Labor Needs; Labor Supply; Postsecondary Education; Secondary Education; *Technical Education; *Technical Occupations; *Technological Advancement

The United States is facing a great crisis: skills gaps in the work force imperil the nation's future. The crisis is elementary: the United States is not educating and training its citizens to be productive and competent members of the work force. Consequently, its people are not qualified enough to meet the demands of the high-technology economy of today and tomorrow. Unless reform is undertaken, the outcome is obvious. Faced with hiring from an uneducated and illiterate pool and saddled with the extra cost of training poorly educated workers, U.S. industry will lose the global economic race. Given the failure of the U.S. system of education, training and retraining in industry have assumed great importance. But industry's expenditures are constrained by the need to remain profitable. Although actions are underway at all levels, these initiatives do not go far enough. The U.S. education system needs to be overhauled, not just remodeled or restructured. A

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Access to Education; Child Care Occupations; Communication Skills; Competency Based Education; *Educational Diagnosis; Educational Objectives; Employment Potential; Food Service; Interpersonal Competence; Mathematics Skills; *Occupational Home Economics; *Occupational Information; Secondary Education; Sewing Instruction; Sewing Machine Operators; *Special Needs Students; Vocational Aptitude; Vocational Education; Vocational Evaluation; Vocational Maturity

IDENTIFIERS- *Missouri

This document contains home economics occupations-related materials to help teachers and parents teach access skills to Missouri junior high and high school special needs students who want to pursue a vocational program in child care, custom sewing, or food service. Access skills are defined as those skills needed to access vocational education programs and be successful in the world of work. An introduction explains this document's relationship to other documents about Missouri vocational education and describes the document's contents. The next three sections contain competency lists, skills checklists on which teachers can record student competency, and instructional activities relevant to the chosen vocation. The activities cover each of the five major areas (math, physical demands and working environment, aptitudes, temperament, and vocational) of Missouri's Vocational Readiness Inventory. Glossaries, tool lists, teacher and student worksheets, and lists of resources are included. The document concludes with four instructional modules on preparing a simple recipe, identifying safety hazards and executing preventive measures and safety rules, distinguishing between freezer and refrigerator functions and appropriate food storage, and identifying and matching sizes. The modules include task analysis sheets and directions for instruction. (CML)

ED 314 627 CE 053 986

Marketing and Cooperative Education. Access Skills. Vocational Readiness Skills. Missouri LINC. Accessing Vocational Education.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

most important relationships were in the health categories of injuries, systemic, and emotional or psychosomatic illness. Wellness programs were recommended. (KC)

ED 314 639 CE 054 020

Schroder, Karsten
Impetus for Economic Growth and Development. The Federal Republic of Germany Promoting Trade and Industry in the Third World.
Inter Nationes, Bonn (West Germany).
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Adults; Community Development; *Developed Nations; *Developing Nations; Economic Change; *Economic Development; Economics; Foreign Countries; *International Programs; International Trade; Labor Force Development; Living Standards; Modernization; *Technical Assistance
IDENTIFIERS- *West Germany

Rural development, the strengthening of market-oriented approaches to the economy, and the promotion of private industry in the countries of the Third World are among the stated priorities of West German development policy. A market-oriented approach to the economy contributes to a rise in the standard of living in the developing countries. In general, development policy can only provide help for self-help. The development of private initiative in industry is a particularly important form of self-help. The West German government provides not only capital but also technical and business know-how for these efforts. German organizations support the economic advancement of the developing countries by providing help for direct investment, small business promotion projects, and a cooperative bank. Advisory and technical assistance for private industry include partnerships between chambers of handicrafts and private organizations; the Rhine-Main Chamber of Handicrafts support of a training center in Morocco; the contribution of the Carl Duisberg Society; a counseling program for company cooperation between German companies and companies in the developing countries; and advisory activities of the Senior Expert Service program to promote company training. (The report includes a list of names and addresses of German agencies involved in Third World development.)

integration of psychological approaches with adjustment realities resulting from client functional limitations. This paper discusses significant developments in rehabilitation counseling in medical settings over the past 10 years and explores some projected future directions which will provide challenges to the rehabilitation counselor or psychologist. It looks at rehabilitation techniques such as ego enhancement through the use of imagery and hypnotic techniques in a modern rehabilitation setting. Ego building, stress reduction, and creative-realistic goal formation are described as building blocks for the rehabilitation client's unique fulfillment and as helpful tools to be used in the counseling process. These techniques are described and case examples are given of clients with whom they were used. The paper concludes with a proposal for integrating rehabilitation adjustment and hypnosis. Rehabilitation counselors are encouraged to espouse carefully planned, positive goals; collect evidence to justify innovative programs; and continue to support development of the professional foundation of rehabilitation with statistical research and documented clinical experience. (NB)

ED 314 653 CG 022 185

Engel, John W.
Friendship and Socialization: A Comparison of Japanese and American Ideals.
PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council on Family Relations (51st, New Orleans, LA, November 3-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Attitude Measures; Cross Cultural Studies; Cultural Differences; Employment; Foreign Countries; *Friendship; *Intimacy; *Marriage; Social Change; *Values
IDENTIFIERS- *Japan; *United States

This study compared Japanese and American ideals regarding marital and extra-marital friendship, intimacy, and employment related socialization. Questionnaire data from samples of Japanese (N=872) and American (N=843) subjects were analyzed for differences. Compared with the Japanese subjects, American subjects were found to place a higher value on marital friendship, on emotional

PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dating (Social); *Dependency (Personality); Emotional Response; Interpersonal Relationship; *Intimacy; *Jealousy; Sex Differences; *Sex Role; Sexual Identity; Significant Others; Social Attitudes; *Traditionalism
IDENTIFIERS- *Romantic Relationship

One hundred adults ages 18 to 42 completed measures of jealousy and dependency in romantic relationships and of sex role traditionalism. Traditionalism and jealousy were correlated, as predicted, but dependency and jealousy were not. For men, but not for women, traditionalism and jealousy were positively correlated. Dependency and traditionalism were correlated for women, but not for men. Younger and older respondents did not differ significantly in dependency, traditionalism, or jealousy. (Eight references and one table are included.) (Author)

ED 314 668 CG 022 202

Madden, Margaret E.; And Others
Perceptions of Characteristics Considered Attractive by the Other Gender.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; College Students; Comparative Analysis; *Dating (Social); Higher Education; *Interpersonal Attraction; *Mate Selection; *Personality Traits; *Sex Differences; *Social Attitudes; Student Attitudes

Rating adjectives, 54 female and 53 male college students indicated their own preferences in dating partners or their perceptions of the other gender's preferences. The men rated good looks and physical health higher than the women did, while the women valued industriousness more than the men did. Both men and women valued social roles of daughter, friend, wife, and mother. These bonds, often long-term, persist in later adult life and shape decisions made about job and career trajectories through their implementation or not in the social networks that women create and sustain over time. Consequently, when women decide to take on a new role or elaborate an old one, new behaviors may be guided by their existing social network. Women's use of social support depends upon several factors: individual appraisal of personal resources and coping strategies, resources conceived as available from the social network, appraisal of stressors from contextual and personal viewpoints and an overall evaluation of the costs and benefits of utilization of one's social network. Women continually reevaluate their choices about role behavior through the filter of important emotional relationships. Data from a replicated, single subject design examining women's (N=12) evaluations of success as reentry students support the idea that adult women tend to plan, choose, and evaluate their behavior within the context of important relationships. In times of transition, peer group acceptance and companionship may be more supportive for adult women than the traditional components of social support. (Author/ABL)

ED 314 684 CG 022 220

Rose, Laura
New Law Relating to Family and Medical Leave (1987 Wisconsin Act 287). Information Memorandum 88-13.
Wisconsin State Legislative Council, Madison.
PUB DATE- 18 May 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Employees; *Employers; *Family (Sociological Unit); Health Insurance; *State Legislation
IDENTIFIERS- *Family Leave; *Medical Leave; Wisconsin

This document describes the 1987 Wisconsin Act 287 which concern providing family leave and medical leave to employees. The background of the law is described in the first part of the document. The second part of the document describes the family and medical leave act. These topics are covered: (1) basic provisions of family and medical leave, including leave periods for childbirth, adoption, and care of a seriously ill family member with the provision that the employee is not entitled to receive

Psychological Association (Boston, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Child Development Centers; *Computer System Design; Design Requirements; Human Factors Engineering; *Microcomputers; *Psychologists; Quality of Working Life; *Stress Management; *Work Environment

Poorly planned implementation of microcomputers has been shown to increase stress symptoms. Concerns have also been raised about the impact of new technology on the quality of the work environment. Programming expertise alone is not sufficient to prevent these problems. This paper therefore describes the role that psychologists can play in designing computer systems that both increase productivity and improve the quality of the work environment. A case study of a child welfare agency is discussed. Seven references are included. (Author)

ED 314 700 CG 022 237

Bar-Yam, Aureet
Stages of Interpersonal Development in Young Adulthood.
PUB DATE- 14 Aug 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Developmental Psychology; *Developmental Stages; Emotional Adjustment; *Interpersonal Relationship; *Marriage; Maturity (Individuals); Midlife Transitions; *Models; Social Adjustment

A validation study of 30 married females and 30 married males was conducted on a theoretical model of stages in interpersonal development developed by Bar-Yam Hassan (Bar-Yam Hassan & Bar-Yam, 1987). According to the model, the five stages of adult interpersonal development are: (1) Social Relatedness versus Self-Insistence, or need for Approval; (2) Affiliation versus Exclusion, or need for Affiliation; (3) Belonging versus Alienation, or need for Belongingness; (4) Intimacy versus from 1983 to 1989. The bibliography is divided into sections on general information, the Reading Recovery program, resources for beginning reading, and resources for elementary reading. (NKA)

ED 314 716 CS 009 891

Foorman, Barbara R.; And Others
How Reading Instruction Mediates Progress in First Grade Reading and Spelling.
PUB DATE- Mar 89
NOTE- 59p.; Portions of this paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Project supported by the Limited-Grant-in-Aid Program of the University of Houston.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Comparative Analysis; Grade 1; Oral Reading; *Phonics; Primary Education; *Reading Instruction; Reading Research; *Spelling; Word Recognition
IDENTIFIERS- Texas (Houston)

A year-long study examined how phonics or whole word instruction affected first graders' progress in reading and spelling words. Subjects, 80 Houston, Texas students of average reading and intellectual abilities from three classrooms receiving phonics instruction and three classrooms receiving whole word instruction, were administered a phonemic segmentation test three times during their first grade year and asked to spell, read aloud, and identify from a word list 60 regular and exception words. Results indicated that: (1) the phonics group read aloud and identified more words correctly than the whole word group; (2) reading groups did not differ in phonemic segmentation or spelling; (3) reading instruction appeared to help children relate their knowledge of regular word spellings to correct oral readings at a faster rate than whole word children's instruction did; and (4) there existed a unidirectional relation between phonemic segmentation and oral reading and a bidirectional relationship between phonemic segmentation and spelling. (Four figures and six tables of data are included; 49 references are attached.) (RS)

DESCRIPTORS- Classroom Environment; Cognitive Development; Elementary Secondary Education; Piagetian Theory; Reading Instruction; *Reading Processes; Reading Research; *Reading Writing Relationship; Teacher Role; *Theory Practice Relationship; Writing Instruction; *Writing Processes; Writing Research

IDENTIFIERS- Social Constructivism

This paper describes three alternative perspectives--information processing, social constructivism, and Piagetian/naturalist--of reading/writing connections and suggests instructional implications influenced by the three perspectives. The paper explores each theory in terms of basic assumptions, related research, and strengths and limitations and then relates this information to the role of the teacher, the role of the student, and the role of the classroom environment. The paper suggests that although each approach provides a different lens for examining the relationships between reading and writing, the theories work together to build a picture of the converging processes of reading and writing. (Eighty-four references are attached.) (KEH)

ED 314 731 CS 009 910

Manning, Gary; And Others

Reading and Writing in the Middle Grades: A Whole Language View.

National Education Association, Washington, D.C.

REPORT NO.- ISBN-0-8106-3071-0

PUB DATE- 90

NOTE- 66p.; Analysis and Action Series. For "Reading and Writing in the Primary Grades," see ED 306 558.

AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 3071-0-00, $7.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Childrens Literature; Class Activities; Classroom Environment; Intermediate Grades; Language Arts; Literacy; *Middle Schools; *Reading Instruction; *Reading Writing Relationship; Teaching Methods; *Whole Language Approach; *Writing Instruction

The basic assumption of this book is that reading and writing in school should be natural and enjoyable for children, and its ideas are based on the Piagetian theory that knowledge is constructed by each individual and the psycholinguistic view that learning takes place best when viewed as holistic and when instructional materials

*Teacher Attitudes; *Teacher Participation
IDENTIFIERS- Descriptive Research; Virginia

A study was conducted to determine teacher perceptions regarding reading selection policy in their schools. A survey was mailed to a random sample of 342 elementary and middle public school teachers in Virginia during Fall 1989. A similar survey had already been conducted with public school superintendents and private school headmasters. The survey included three questions regarding reading policies on recommended and required reading lists and asked for information about teachers' perceived role in the selection of recommended and required readings. One hundred seventy-nine questionnaires were returned. Findings indicated that the majority of administrators and teachers agreed there was no policy or list of recommended or required readings. A substantial number of teachers responded "do not know" when asked if teachers in their school had an opportunity to select required and recommended readings. Results were in agreement with similar studies which reported that teachers want greater decision-making responsibilities when it comes to selecting required reading. (Three tables of data are included.) (MG)

ED 314 745 CS 009 926

Walter, Eileen L.
A Longitudinal Study of Literacy Acquisition in a Native American Community: Observation of the Three-Year-Old Class at Lummi Headstart.
PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Education Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- American Indian Education; *American Indians; Classroom Environment; *Early Experience; High Risk Students; Longitudinal Studies; *Prereading Experience; *Preschool Children; Preschool Education; Reading Research; School Readiness
IDENTIFIERS- *Emergent Literacy; *Lummi (Tribe); Print Awareness; Project Head Start

A longitudinal study examined the factors that facilitate or hinder Native American children's literacy acquisition. Subjects, 18

Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Concept Formation; *Critical Thinking; Discussion Groups; Expository Writing; Higher Education; *Persuasive Discourse; Problem Solving; Teaching Methods; Writing Instruction
IDENTIFIERS- Criterion Teaching; *Writing Contexts; *Writing Strategies

In teaching students to write extended definitions it is essential for writing instructors to teach students the concept of criteria. Without such a concept students will never be able to write effective definitions on their own. The criteria they establish for a particular definition allow them to judge which items support their positions on an issue. An effective method for teachers to employ is to turn direct lecturing about a concept into creating problems that students must solve. An example of this is a lesson entitled Scenarios on Sexual Harassment, which involves students in groups discussing their positions to clarify their criteria. What they learn from such an exercise is not someone else's definition, but their own, using their own criteria for judgment. Additionally, the writing instructor should provide criteria that guide his/her judgment of student writing based on this exercise and reinforce what has been taught through revision guides that reflect the established criteria. (Appendixes containing the Scenarios on Sexual Harassment lesson, two revision guides, and a handout on critical thinking are attached.) (KEH)

ED 314 759 CS 212 198

Zarnowski, Myra
Learning about Biographies: A Reading-and-Writing Approach for Children.
National Council for the Social Studies, Washington, D.C.; National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-2778-9
PUB DATE- 90
NOTE- 107p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 27789-0015; $6.95 member, $8.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

a forum for family members to express themselves and to learn new communication styles. Two case studies illustrate the benefits of family therapy for recovering female alcoholics and their families. (Twenty-seven references are attached.) (SG)

ED 314 773 CS 506 974

Lozano, Elizabeth

Soap Operas and Telenovelas: An Intercultural Critique of Soap Operas as Feminine Discourse.

PUB DATE- May 89

NOTE- 36p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989). Videoscreen images (2 pages) will not reproduce.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Cross Cultural Studies; *Cultural Context; *Discourse Analysis; Females; Models; Popular Culture; *Rhetoric; *Semiotics; *Soap Operas; Television; Television Research

IDENTIFIERS- Femininity; Feminist Criticism; *Genre Studies; International Television; Latin America; *Telenovelas

This paper questions some of the assumptions that permeate the current literature about soap operas and television, examining particularly the model according to which soap operas are the expression of an "essential" and universal feminine nature. The paper suggests the pertinence of a crosscultural approach to the study of melodrama as well as the need to address television as an expressive materiality that is aesthetically and rhetorically meaningful. The paper uses Louis Hjelmslev's semiotical model, as well as the rhetorical concepts of archetype, motive, and situated discourse. It also proposes the concept of "rhetoric of presentation" for describing the visual modes of address and positioning that are proper to daytime melodrama; it is a perspective of analysis from which to explore the text's concrete materiality and to visualize its relations with the ideological and cultural dimensions of the text. The paper is divided into eight sections: (1) Towards a Semiotical Reading of Soap Operas; (2) Criticism and the Materiality of the Text; (3) Art and the Popular; (4) The Frontiers of Soap Opera; (5) Rhetoric and the Generic Constraint; (6) Making Strange the Familiar Codes; (7) The Rhetoric of Presentation; and (8) Conclusion. Thirty references are

PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Evaluation Methods; *Evaluation Utilization; Faculty Development; *Feedback; Higher Education; Instructional Improvement; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Communication Strategies

The Teacher Continuous Feedback Technique (CFT), makes it possible for teachers to collect continuous student critiques of their teaching. The data collected can then be used as the basis for individual faculty development. A selected number of students are requested to write an anonymous critique each class meeting. In order to track performance, it is advisable to have specific items for students to respond to in addition to open ended comments. Immediate feedback captures the significance of CFT as a communication approach; its value will be enhanced by using effective practices in giving and receiving feedback. Students should receive directions on at least two guidelines for giving feedback: being descriptive and being specific. Guidelines for the instructor to follow in receiving feedback include: stating what you want feedback about, checking what you have heard, and sharing your reactions to the feedback. The most important of these guidelines is to share reactions with the students to the feedback. Students will continue to respond openly if the teacher is both open and responsive to suggestions. Using the CFT appears to benefit the instructor in several areas: an increase in self-monitoring and in an ability to discriminate between effective/ineffective behaviors, a greater sensitivity and responsiveness to students both in and out of class, a strengthened motivation to teach well, and an increasing ability to be open to student feedback. (One figure is included and 16 references are attached.) (MG)

ED 314 788 CS 507 007

Meiswinkel, Lauren B.

ED 314 801 CS 507 027

Waltman, Patricia Amason
Working towards a Processual Definition of Social Support.
PUB DATE- Nov 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Helping Relationship; Higher Education; *Interpersonal Competence; *Peer Influence; *Social Behavior; *Social Cognition; Social Influences; Stress Management
IDENTIFIERS- Social Roles

A study examined socially supportive messages to determine what situational constraints affect the types of support persons perceive as demanded by the situation. Data were gathered from 77 students enrolled in communication classes at a small private southwestern university. Subjects, provided with descriptions of four hypothetical situations involving distressed friends experiencing task-oriented conflicts and relational problems, were asked to record the two most important issues to address in order to provide support. Results revealed that recognized differences in distressing situations produced the need for specific types of support. Greater emphasis was placed on instrumental than affective concerns in response to task-oriented conflicts, while both instrumental and affective concerns were emphasized for situations involving relational problems. Findings also suggest that for task-oriented conflicts, persons assume that the reduction of the stressor (problem) will result in the reduction of the affective states of the distressed other. Concerning relational problems, findings suggest that persons define the situation as one in which two goals need to be accomplished: assisting the other in solving the problem and acknowledging the distressed state or feelings of the other. Continued investigations into the process of providing support and on identifying aspects of supportive situations appear to be called for. (Two tables of data are included; one appendix containing stimulus materials and 26 references are attached.) (KEH)

PUB DATE- Mar 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educational Innovation; *Experimental Schools; Intermediate Grades; *Middle Schools; Program Descriptions; Program Implementation; Staff Development; Student Evaluation; Student Transportation; Year Round Schools
IDENTIFIERS- *Minnesota (Minneapolis)

In January 1988 a group of Minneapolis-area citizens and educators formed the Chiron Steering Committee to design an experimental middle school program (grades 5-8). The result is the Chiron Middle School outlined in this proposal. The main body of the report focuses on a description of the Chiron proposal, including the program, schedule, staffing, students, governance, sites, equipment, marketing agreements, impact, accountability, and transportation. Chiron is designed to operate year-round; students attend a minimum of four of the five 9-week cycles at a series of learning centers. A permanent teacher and a paraprofessional travel permanently with a group of 60 students as they cycle for 9-week periods at each site. Decision-making on curriculum, teaching methods, and budget expenditures is decentralized. The last sections describe the plan for a phased implementation, the proposed school calendar, the time line for advancing the project, and cost estimates. Appended is an agreement for operation of Chiron Middle School and a sample of role expectations. (SI)

ED 314 817 EA 021 212

Seyfarth, John T.; Ranson, James T.
Occupational Stayers and Strayers: Career and Salary Experiences of Current and Former Teachers.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attrition (Research Studies); *Career Choice; Elementary Secondary Education; Labor Turnover; Occupational

list of state school board associations. (SI)

ED 314 831 EA 021 519

Cohn, Kathleen C.
Factors Associated with the Involuntary Reassignment of Three Women Principals.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Conference of Research on Women and Education, a special interest group of the American Educational Research Association (15th, San Diego, CA, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Educational Administration; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Politics of Education; *Principals; *Sex Discrimination; Sex Fairness; *Women Faculty
IDENTIFIERS- California; Pennsylvania

Careers of women in educational administration differ from those of their male counterparts. Women encounter career barriers in educational organizations. This paper presents case studies of three female principals, two from California and one from Pennsylvania. The first case describes a woman whose tenure was ended with a negotiated reassignment to a lower-level administrative position. The next case describes a woman who received an unsatisfactory rating as a principal that resulted in a demotion to assistant principal. However, through her attorney various options were negotiated. The last case involves a woman who was demoted to teacher upon returning from a sabbatical leave to obtain her doctorate. This case involved a successful sex discrimination suit by the woman. The cases are presented from the subject's perspective with data gathered through open-ended interviews. The external conditions, the subject's behavior, the political environment of the school districts, and other relevant factors are analyzed. (11 references) (SI)

ED 314 845 EA 021 534

Stedman, James B.; Riddle, Wayne Clifton
The "Educational Excellence Act of 1989": The Administration's Education Proposal. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-89-513-EPW
PUB DATE- 21 Aug 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; Change Strategies; Drug Education; *Educational Change; *Educational Quality; Elementary Secondary Education; *Excellence in Education; *Federal Legislation; Government Publications; Higher Education; Magnet Schools; Teacher Certification
IDENTIFIERS- *Educational Restructuring; Proposed Legislation

On April 5, 1989, the Bush Administration submitted to the Congress a legislative proposal entitled the "Educational Excellence Act of 1989." This report provides a description of the President's proposed education legislation and modifications to the proposal by the Congress, plus a brief analysis of each of the provisions. The seven program areas addressed in the Administration proposal are: (1) Presidential Merit Schools; (2) Magnet Schools of Excellence; (3) Alternative Certification for Teachers and Principals; (4) Presidential Awards for Excellence in Education; (5) National Science Scholars; (6) Drug Free Schools Emergency Grants; (7) Historically Black Colleges and Universities. Each program discussion is subdivided into the description of the proposal as introduced, the rationale of the proposal, congressional action, and similar programs operating at the federal and state levels. (SI)

ED 314 846 EA 021 535

Biernat, Nancy A.; Klesse, Edward J.
The Third Curriculum: Student Activities.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-224-9

schools resemble an ecological model of schooling: one that fosters inclusiveness, interaction, caring, values, and attention to the context of education not as a delivery system, but as a way of life. Catholic education has distinct approaches toward the education of girls and boys; when these approaches are "blended" in a coed school, the distinctiveness is lost. Moreover, achievement advantages found in Catholic schools can be attributed to single-sex Catholic schools, not to Catholic schools generally. Students in single-sex schools display more positive academic interests, attitudes, and behaviors than students in coed schools. (13 references) (KM)

ED 314 860 EA 021 569

Gips, Crystal J.
Women's Ways: A Model for Leadership in Democratic Schools.
PUB DATE- Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *Democratic Values; Educational Change; Elementary Secondary Education; *Females; Inservice Education; *Leadership Qualities; *Principals; School Organization; *Sex Differences
IDENTIFIERS- *Effective Schools Research

Traditionally, the schools' role has been to transform children from players to workers by teaching them to relinquish pleasurable activity in and of itself in favor of obtaining pleasure from achievement from the end results. Advocates for greater democracy, however, believe that education for citizenship can only be achieved through a child's active (and pleasurable) participation in the learning process. Effective schools research identifies principals as important influences on student learning. This paper suggests two research directions to help clarify principals' thinking and actions determining school structure. The education field already contains a large pool of potential school leaders (women) whose personal ways of thinking about teaching, learning, and their own roles quite naturally support a democratic approach to schooling. The paper explores women's accounts of their own

ED 314 874 EA 021 649

All Children Can Learn: The Challenges of Remedial Education. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Boards of Education; *Educational Administration; Elementary Secondary Education; *Instructional Effectiveness; Program Development; *Remedial Instruction; *Remedial Programs
IDENTIFIERS- *New York

To meet the challenge of effective instructional support, districts should develop and implement policies governing remedial education that are tailored to the needs of students and the resources of their local communities. An overview of state and federal remedial education programs is provided. Varying combinations of factors within and outside the school environment shape student academic performance. Eligibility for existing remedial instruction programs should be based on careful assessment of a broad range of student skills and abilities. A number of instructional support models can be implemented to increase student academic gain: (1) pullout model; (2) in-class model; (3) supplementary programs; (4) replacement programs; (5) summer programs; (6) early intervention and family-centered learning; and (7) accelerated school. A summary of recommendations prefaces the booklet, and a sample remedial instruction policy statement is appended. (45 references) (SI)

ED 314 875 EA 021 650

The Bricks-and-Mortar Trusteeship: School Boards and School Facilities Planning. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE- 89

on Section 504 of the Rehabilitation Act and Public Law 94-142. Section III describes the work of the parent-professional team, broken down into the steps involved in planning a child's educational program: referral, evaluation, individualized education program, placement, and review. Section IV discusses the special needs of high-school students in the areas of vocational education, graduation, and transition. Section V covers what happens when disciplinary action is necessary for the child and explains suspension and expulsion. School records are then addressed, describing permanent records, progress records, behavioral records, and parents' responsibilities in keeping a home file and preparing for a move to a new school. The final section discusses procedures for dealing with disagreements between parents and schools, including examples of potential disagreements, informal resolution, independent evaluation, mediation, state complaint, and due process hearings. (JDD)

ED 314 890 EC 222 031

Foil, Judith Johnson
Coping and Changing: Parents of Severely Handicapped Children.
Louisiana State Dept. of Education, Baton Rouge. Div. of Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
PUB DATE- 87
NOTE- 44p.
GRANT- G0085C3019
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Rearing; *Coping; Family Relationship; Handicap Identification; *Parent Role; *Severe Disabilities; Sibling Relationship; Social Support Groups
IDENTIFIERS- Louisiana

The experiences and thoughts of numerous parents who have raised severely handicapped children are shared in this pamphlet. The pamphlet describes the life changes brought about by the birth of a severely handicapped child; stages in the grief process; coping strategies; the impact on siblings; the reaction of family members and the importance of family support; the changes in adult friendships; suggestions for forming partnerships with medical

Multiple Disabilities; *Outcomes of Education; Parent Attitudes; *Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; Special Education; Speech Handicaps; Visual Impairments
IDENTIFIERS- Montgomery County Public Schools MD

This report of the Preschool Evaluation Project provides developmental profiles of handicapped children who attended preschool special education programs in Montgomery County Public Schools (Maryland), and estimates how effective these programs were in accelerating the development of children with various types of handicaps. The developmental skills of 646 children (aged 0-5) placed in special education were assessed at the time of placement and at the end of each school year, using the Battelle Developmental Inventory. Five major handicap groups were analyzed separately, including: language impairments, multiple handicaps, speech impairments, hearing impairments, and vision impairments. Results showed significant benefits to children receiving preschool special education services. Services appeared to produce greater benefits when they reached the children at younger ages, particularly for the multihandicapped. Parents' satisfaction with the preschool services was also assessed. Data are displayed on numerous figures and tables, and four appendixes explain the data collection procedures, present the study instruments, and provide an explanation of the value-added analysis technique used for this study. (JDD)

ED 314 904 EC 222 062

Community Travel for Physically Impaired Students.
Millet Learning Center, Saginaw, MI.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum; *Daily Living Skills; Orientation; *Physical Disabilities; *Physical Mobility; Physical Therapy; Skill Development; *Training Methods; *Travel Training

The community travel program for physically impaired children at the Millet Learning Center (Saginaw, Michigan) blends skills from two professions: orientation and mobility, and physical therapy. Program goals include enabling students to overcome travel fears,

Knowlton, H. Earle; Clark, Gary M.
National Study of High School Special Education Programs for Handicapped Youth in Transition. Vol. I: Qualitative Component.
Kansas Univ., Lawrence.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 189p.
GRANT- G008530217
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Disabilities; *Educational Practices; *Education Work Relationship; High Schools; Naturalistic Observation; *Program Effectiveness; Program Improvement; Rural Education; *School Policy; Special Education; *Transitional Programs

The 3-year qualitative study evaluated high-school special education programs and their contributions to the transition of youth with disabilities. This report focuses on: the current status of programs for transition from school to adult life; program gaps as seen by administrators and practitioners; and reported priorities for program improvement. Part One of the report describes the study's naturalistic inquiry approach and analyzes findings from case studies of four schools' programs, discussing policies and practices that have a positive bearing on programs, and policies and practices that interfere with the design and delivery of effective programs. Part Two includes the four case studies, as follows: "A Case Study of Special Education for Students with Learning and Behavioral Handicaps in a Suburban Kansas City High School," "Special Education for High School Students with Educational Handicaps in a Rural Setting: A Vermont Case Study," "A Case Study of Special Education for High School Students with Mild and Moderate Disabilities in Philadelphia," and "Special Education for High School Students with Disabilities: A Case Study in a Rural, Small-Town Setting in West Texas." Part Three contains an auditor's report, which affirms the dependability and confirmability of the case studies. Approximately 35 references. (JDD)

ED 314 919

EC 222 079

ED 314 932 FL 018 274

Slaughter, Helen B.; Watson-Gegeo, Karen
Hawaiian Language Immersion: Evaluation of the Program's First Year, SY 1987-88.
Hawaii Univ., Honolulu. Social Science Research Inst.
SPONS. AGENCY- Hawaii State Dept. of Education, Hilo.
PUB DATE- Jun 88
NOTE- 194p.; Drawings will film poorly.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Observation Techniques; Course Content; Curriculum Design; Ethnography; Grade 1; *Hawaiian; *Immersion Programs; Instructional Materials; Kindergarten; Language Proficiency; Parent Attitudes; Primary Education; Program Effectiveness; *Program Evaluation; Second Language Learning; Student Evaluation; Uncommonly Taught Languages
IDENTIFIERS- Content Area Teaching; Hawaii; *Hawaii Language Immersion Program

The Hawaiian Language Immersion Program, implemented at the kindergarten/first grade level in an elementary school on Oahu and one on Hawaii, is described and evaluated. The program was instituted at the request of parents of students who had attended a Hawaiian language immersion preschool and was open to all students, regardless of ethnicity or language background. Students received instruction in language arts, mathematics, and other content areas entirely in Hawaiian. Instructional assistance was provided by young professionals from a Hawaiian studies program and by parent and community volunteers. Lack of instructional materials was a significant problem. Evaluation of the program was based on ethnographic classroom observations, interviews with parents and school personnel, and oral language assessment of the students in Hawaiian and English. Evaluators found that the program had near total immersion, that students appeared to understand and respond appropriately to instruction in Hawaiian, that a range of topics and content areas were being taught, and that there was unusually high parent involvement and support. Almost all students had achieved moderate to high Hawaiian proficiency for their age, others were making significant gains in the language, and all were fluent in English conversational discourse. Twenty-two recommendations are made, including continuation of the program through grade 6 for participating students, and extension to a new cohort of kindergarten and first-grade students. A detailed account

ED 314 946 FL 018 294

Fukuzawa, Jeannette L.; Lubin, Jan M.
CALL on Mac.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; *Microcomputers; Second Language Instruction; Speech Synthesizers; Vocabulary Development
IDENTIFIERS- *Apple Macintosh

Five computer programs for the Macintosh that are geared for Computer-Assisted Language Learning (CALL) are described. All five programs allow the teacher to input material. The first program allows entry of new vocabulary lists including definition, a sentence in which the exact word is used, a fill-in-the-blank exercise, and the word's phonetics for use with a speech synthesizer. Six levels of vocabulary and five exercise types are included. The second program allows creation of exercises on a template by filling in necessary information. On this program, the teacher can monitor learner errors and can create graphics and a glossary. The third is an interactive United States geography game for which teachers can design their own questions and enter facts and information on any state or on the nation as a whole. The fourth allows the user to browse, select a program, make text and graphics changes, create text, and offers great flexibility of application. The fifth program produces animation using two different styles: real-time animation and frame-by-frame animation. Source addresses for all five programs and a software evaluation instrument are included. (MSE)

ED 314 947 FL 018 295

Martin, Anne L.
Projets de developpement de curriculum niveau secondaire (Secondary Level Curriculum Development Projects).
PUB DATE- 89

needs; bedmaking; collecting specimens; assisting with examinations; maintaining an aseptic environment; taking and recording vital signs; determining patient nutritional needs; performing transfers; performing diagnostic tests; assisting with rehabilitation; office procedures; and identifying job responsibilities of various health careers. (KC)

ED 314 560 CE 053 150

De Maria, Richard
Entrepreneur Training Program. Getting Started.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 102p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accounting; *Business Administration Education; Business Education; *Entrepreneurship; Merchandising; *Money Management; Recordkeeping; Secondary Education; *Small Businesses; Taxes

This student workbook on starting a small business is part of the entrepreneur training program at Ocean County (New Jersey) Vocational-Technical Schools. The workbook consists of 16 units containing goals and objectives, study questions, exercises, sample materials, and information sheets. Unit topics are as follows: being a small business owner; planning a small business; setting up a small business; choosing a location; getting money to start a business; being in charge; organizing the work; buying and keeping track of goods and supplies; setting prices; advertising and selling; keeping financial records of revenues and expenses; making sure you have enough cash; keeping your profits high; keeping your business successful; and taxes and insurance. Quizzes and an entrepreneur awareness survey are appended. (KC)

matrices that describe the relationship of vocational skills to basic skills within the recreational vehicle maintenance and repair program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 28 units are: orientation; tools; fasteners; measurement; shop manuals; the engine; crankshaft and bearings; pistons and connecting rods; valves and valve train; lubrication system; fuel system; cooling system; gasoline; electrical system; battery; starting system; charging system; ignition system; drive train; drive line; differentials; suspension; steering systems; brake system; tires and wheels; heating and air conditioning; emission controls; and welding. (KC)

ED 314 573 CE 053 163

Ormsbee, Robert
Auto Body Repair. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 78p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Body Repairers; Basic Skills; Communication Skills; *Competency Based Education; Glaziers; Integrated Curriculum; Mathematics Skills; *Motor Vehicles; *Painting (Industrial Arts); Science Instruction; Secondary Education; Skilled Occupations; Trade and Industrial Education; Welding

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific

ED 314 586 CE 053 865

Job Training Partnership Act Youth Employment Amendments of 1989. Part 1. Hearings before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources, United States Senate, One Hundred First Congress, First Session on S. 543 (Washington, D.C., March 9 and 16, 1989; Los Angeles, California, March 30, 1989).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-101-56-Pt-1
PUB DATE- Mar 89
NOTE- 294p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *Employment Programs; *Federal Legislation; *Federal Programs; Hearings; High School Equivalency Programs; *Job Training; Outcomes of Education; Program Effectiveness; *Program Improvement; *Youth Employment
IDENTIFIERS- Congress 101st; *Job Training Partnership Act 1982; Proposed Legislation

This document reports the oral testimony and prepared statements of persons who testified about proposed amendments to the Job Training Partnership Act (JTPA) during three hearings in March 1989. The proposed legislation would divide youth and adult services under JTPA, move some services from one segment to another, and increase funding for both adult and youth components. The hearing report includes an introductory statement by Senator Paul Simon, chairman of the subcommittee; text of the legislation (S. 543) as introduced; and a summary and section-by-section analysis of the bill. Persons who testified included representatives of the United States Conference of Mayors, National Association of Counties, and National Governors' Association, as well as representatives of the National Association of Private Industry Councils and city and county employment officials of Los Angeles. Testimony centered on success stories of JTPA, areas that need improvement, the tendency to "cream" in JTPA programs to make results look good, and the need for additional funding. (KC)

Zhang, Sha Li, Comp.
Information Resources for Coal Mining and Related Subjects. A Bibliographic Guide.
Southeast Community Coll., Cumberland, KY.
PUB DATE- Jun 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; Card Catalogs; Citations (References); *Coal; Community Colleges; Educational Resources; Indexes; Library Catalogs; *Library Collections; *Library Materials; *Mineralogy; *Minerals; *Mining; Occupational Safety and Health; Periodicals; Reference Materials; Subject Index Terms; Two Year Colleges

This bibliography lists materials on coal mining and related resources contained in the library of Southeast Community College (Kentucky). The guide is organized in six sections. The first section lists reference materials and is annotated. The second section lists books. Subject headings include coal miners, mines, and trade; mine safety; mineral industries; mineralogy; mining engineering; strip mining; and United Mine Workers of America. The third section lists indexes and suggests subject headings. The fourth section is a list of periodicals owned by the library that are specifically concerned with coal and coal mining. The fifth section suggests subjects that might be found in the card catalog. The final section lists call numbers of related books by shelf section. (KC)

ED 314 601 CE 053 941

Gross, Alan L.
Project REACH. A Second Year Evaluation. Final Report.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
PUB DATE- 12 Jun 89
NOTE- 107p.; For the 1988 report, see CE 053 942.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Computer Assisted Instruction; English (Second Language); Functional Literacy; *Government Employees; *Literacy Education;

cultural revolution is needed. Educators at all levels, including administrators, as well as unions need to start acting as if they, too, have a part to play in producing a technically competent work force. Their futures depend upon it as much as the nation's does. Concerned, cooperative leadership in the Federal Government is needed, along with leadership from business and industry, unions, local and state governments, and associations. Such action is imperative for the future of the country. Chapters deal with the technical labor force, the global marketplace, U.S. education, the workplace of tomorrow, and current programs. Chapters include graphs and a list of citations. The document includes a 233-item bibliography. (KC)

ED 314 614 CE 053 972

National Park Service Careers.
National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; *Career Choice; *Employment Practices; *Employment Qualifications; Entry Workers; Government Employees; Hospitality Occupations; *Natural Resources; *Occupational Information; *Parks
IDENTIFIERS- *National Park Service

This booklet provides profiles of career opportunities in the National Park Service. Careers profiled include park ranger, park police, guard, administrator, design and construction, and maintenance, trade and craft positions, and other opportunities. Each career description includes information on some or all of the following: duties; location; training; career potential; how to apply; and basic qualifications for the various grades of the position. Information is also provided on employment opportunities, employment benefits, the application and hiring process, and federal job information centers. A map of the National Park Service and locations of National Park Service offices is included. (KC)

PUB DATE- Sep 88
NOTE- 130p.; For related documents, see CE 053 979-990.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($8.55).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Color; Communication Skills; Competency Based Education; *Cooperative Education; Daily Living Skills; Distributive Education; *Educational Diagnosis; Educational Objectives; Employment Potential; Interpersonal Competence; *Marketing; Mathematics Skills; *Occupational Information; Secondary Education; *Special Needs Students; Vocational Aptitude; Vocational Education; Vocational Evaluation; Vocational Maturity
IDENTIFIERS- *Missouri

This document contains marketing occupations-related materials to help teachers and parents teach access skills to Missouri junior high and high school special needs students who want to pursue a vocational program in marketing. Access skills are defined as those skills needed to access vocational education programs and be successful in the world of work. An introduction explains this document's relationship to other documents about Missouri vocational education and describes the document's contents. Competencies for the marketing program area appear next, along with an access skills checklist on which teachers can record student competence in marketing. An occupational glossary follows that checklist. The next section contains marketing-related instructional activities that cover each of the five major areas (math, physical demands and working environment, aptitudes, temperament, and vocational) of Missouri's Vocational Readiness Inventory. Teacher and student worksheets and their answers are included. The next seven sections are instructional modules on setting up a school store or classroom store using basic marketing principles; communicating effectively with employers, coworkers, and the public; acceptable social behaviors; acceptable social and work behaviors; minimal personal hygiene and grooming; first aid principles; and identifying colors and using the color wheel. The modules include task analysis sheets and directions for instruction. The document concludes with a four-item resource list. (CML)

ED 314 640 CE 054 022

Wright, Michael D.; Devier, David H.
An Impending Crisis: The Supply and Demand of Ohio Industrial Technology Teachers 1988-1992.
PUB DATE- Dec 89
NOTE- 20p.; Paper presnted at the Annual Convention of the American Vocational Association (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; Higher Education; Industrial Arts; *Industrial Arts Teachers; Retirement; Secondary Education; *Student Recruitment; Teacher Characteristics; *Teacher Education Programs; Teacher Recruitment; Teacher Selection; *Teacher Shortage; *Teacher Supply and Demand; Technical Education; Technology; Trade and Industrial Education; *Trade and Industrial Teachers
IDENTIFIERS- *Ohio

With current industrial arts/technology teachers aging, and half those in Ohio eligible to retire in 10 years or less, a study was conducted to determine (1) planned retirements and teacher needs of school districts; (2) the number of preservice teacher candidates enrolled in industrial technology programs; and (3) what efforts were being made to attract new and nontraditional students into these teacher education programs. Descriptive data were sought via two questionnaires from 616 public school districts, 59 nonpublic schools that reported industrial technology programs, and 7 teacher education programs in Ohio. Returns were collected from 499 superintendents and 7 teacher education programs. The study showed that the supply of students in teacher education programs in industrial technology (283) was far less than the projected need. In addition, only seven of the students were women. Moreover, less than three-fourths of the graduates from these programs in 1988 sought state teaching certification. Four of the seven teacher education institutions reported that they had increased their efforts to recruit students. At the same time, the survey estimated that 1,023 additional teachers will be required by 1992. The study concluded that teacher education programs will have to make more and better efforts at recruitment and that a national task force intimacy within and outside of marriage, on spousal involvement in work-related socialization, and on socialization as a couple rather than as individuals. In contrast, the Japanese subjects were found to believe more strongly that close friendships outside of marriage would have harmful effects on marriage. Nevertheless, the Japanese subjects tended to believe more strongly that husbands should socialize with co-workers after work rather than go home to be with the family, if such socialization would facilitate career advancement. Neither group was supportive of employed wives/mothers socializing with co-workers rather than being with their family. (Author)

ED 314 654 CG 022 186

Strasser, Judith A.; Damrosch, Shirley
Nurses' Attitudes toward Gay and Hemophiliac Patients with AIDS.
PUB DATE- Aug 89
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Employee Attitudes; Higher Education; *Homosexuality; Masters Programs; *Nurses; Nursing Education; *Patients
IDENTIFIERS- *Hemophilia

A sample of nurses (N=183) enrolled in a School of Nursing's master degree program was randomly assigned to read one of six vignettes about a patient who differed only in terms of diagnosis and lifestyle. Possible diagnoses were Acquired Immune Deficiency Syndrome (AIDS), AIDS acquired by a hemophiliac through blood therapy, and leukemia; possible lifestyles were homosexual and heterosexual. The nurses evaluated the patient on two subscales, one involving judgments of victims and the other concerning willingness to socially interact. Multivariate analyses of variance indicated that only the main effect for diagnosis was significant on both subscales ($p<.001$). The hemophiliac AIDS patient and the leukemia patient were judged significantly less responsible for and less deserving of their illnesses than was the AIDS patient ($p<.001$). However, the hemophiliac AIDS patient and the AIDS patient were considered equally dangerous; both were rated as

intelligence more than they thought the other sex valued intelligence, and both felt that the other sex valued a dominating partner more than subjects of the other sex actually did. The women rated emotional stability more highly than the men, but both men and women underestimated its importance to the other gender. (Six references and two tables are included.) (Author/TE)

ED 314 669 CG 022 203

Robbins, Rosemary A.
Gender and Sex-Role Stereotypes in Scales of Death Concern.
PUB DATE- Aug 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Attitude Measures; Comparative Analysis; *Death; *Fear; Higher Education; *Sex Differences; Sex Role; Undergraduate Students
IDENTIFIERS- Collett Lester Fear of Death Scales; Death Anxiety Scale

Consistent with the literature, 67 undergraduate females in the present study reported significantly more death anxiety on Templer's Death Anxiety Scale and the Collett Lester Fear of Death of Others and Dying of Self scales than did 25 undergraduate males. Regression analyses revealed that when Bem's Masculinity and Femininity Scales were included in standard regression, gender no longer made a significant contribution in predicting scores on Templer's scale or the Collett-Lester Fear of Death of Self and Fear of Dying of Self. Thus when the subjects contemplated their own deaths, gender differences in death anxiety could be accounted for by a "feminine" sex role orientation. (Twelve references and one table are included.) (TE)

ED 314 670 CG 022 204

wages while taking family or medical leave; (2) definition of employers and employees covered by the Act; (3) scheduling of leave and notice to employer; (4) substitution of other leave provided by the employer for portions of family or medical leave; (5) certification of a serious health condition; (6) employment upon return from leave which requires the employer to place the employee in the former position or an equivalent position; (7) the requirement to maintain the employee's group health insurance coverage under conditions applicable before the leave began; (8) administrative and judicial remedies which employees may pursue; and (9) provisions for sabbatical leave, posted notice, unemployment compensation, and state employee collective bargaining agreements. (ABL)

ED 314 685 CG 022 221

Matthias, Mary
Wisconsin's Drug Laws and Enforcement. Staff Brief 89-1.
Wisconsin State Legislative Council, Madison.
PUB DATE- 13 Apr 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Crime; Criminal Law; *Drug Abuse; *Drug Legislation; Federal Legislation; *Illegal Drug Use; *Law Enforcement; State Legislation
IDENTIFIERS- *Drug Trafficking; *Wisconsin

This document provides information on current Wisconsin statutes and state-level activities relating to the enforcement of controlled substances laws, including assistance provided to local law enforcement agencies. Part I of this document describes the Uniform Controlled Substances Act as enacted by Wisconsin, other statutes which may be used to assist drug enforcement efforts, and amendments to the Uniform Controlled Substances Act being considered by a drafting committee of the National Conference of Commissioners on Uniform State Laws. Part II describes the activities of the Department of Justice (DOJ) and the Office of Justice Assistance (OJA) related to drug law enforcement including the OJA's administration grants under the Federal Anti-Drug Abuse Act of 1986 and the Federal Anti-Drug Abuse Amendments Act of 1988. A 9-page appendix lists offenses and penalties for the following: controlled substances violations in the categories of manufacturing

Isolation, or need for Intimacy; and (5) Interdependence versus Interpersonal Constriction, or need for Reciprocity. Interview data were scored for the subject's orientation to relationships, nature of interpersonal interactions, and interpersonal need. The present study examined in more depth the qualitative nature and process of interpersonal development in young adulthood from this same sample. Questions were raised regarding the characteristics of interpersonal development in young adults, both cross-sectionally and longitudinally, as well as the factors which may contribute to change in interpersonal development over time. Results generally support a developmental conception of interpersonal relatedness in young adulthood as involving a progressive sequence of transformations in the qualitative nature of interpersonal relationships. (Tables are provided of stages of interpersonal development across the life span, and in young adulthood. Ten references are included.) (TE)

ED 314 701 CG 022 238

Reis, Bruce E.
Elder Abuse: What's a Clinician To Do?
PUB DATE- Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregivers; Clinical Diagnosis; *Elder Abuse; *Family Violence; Human Services; *Incidence; Older Adults; Psychological Services; *Victims of Crime
IDENTIFIERS- *Mandatory Reporting of Abuse

Incidence rates are critically examined in light of varying definitions of what constitutes elder abuse. It is suggested that the clinician's position of mandatory reporting is an unrealistic response in many cases of elder abuse due to the lack of adequate support services for either the abuser or the elder. Outcome studies are used to support this suggestion. A brief review of policy on this issue charts the decreasing funds available for services. Constitutional rights of elders and infantilization through mandated reporting are addressed. The suggestion is made to policymakers and clinicians to concentrate their efforts not on

ED 314 717 CS 009 894

Bruneau, Beverly J.; And Others

Parents' Perceptions of Children's Reading and Writing Development in a Whole Language Kindergarten Program.

PUB DATE- 89

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Assessment; Full Day Half Day Schedules; Interviews; Kindergarten; *Kindergarten Children; *Parent Attitudes; Parent School Relationship; Primary Education; Program Effectiveness; *Reading Instruction; Reading Research; *Whole Language Approach; *Writing Instruction; Writing Research

IDENTIFIERS- Emergent Literacy

A study was conducted to determine parents' perceptions of a kindergarten program in the face of change toward a holistic language/literacy curriculum. The participants were the parents of 25 children enrolled in an all day kindergarten class of a university-based child development center. Nine of the parents (all mothers) volunteered to be interviewed individually about parental perceptions of their child's reading and writing development. One theme which was strongly supported was how seriously this group of parents viewed their role in helping their child learn to read and write. One reason for the high degree of acceptance of this approach is that it validates and extends the type of literacy activity that had been occurring in the home. The parents who expressed satisfaction with the whole language kindergarten seemed to feel that the emphasis on informal social interactions and development of positive feelings in children about themselves as readers led their children to reading. Some parents voiced strong concern about helping children with writing through invented spelling and expressed concern about what would happen to their children in first grade. Findings underscore the importance of parents and teachers working together. (The interview protocol is attached.) (MG)

ED 314 718 CS 009 895

for children are authentic and purposeful. The book describes the constructive nature of children's thinking, reading, and writing, and the natural development of these processes. Chapter 1 discusses a model of literacy learning and the role of teachers in creating sound literacy programs for their pupils. Chapters 2 and 3 present instructional ideas that support the literacy development of middle grade students. Chapter two centers on developing readers; some of the topics covered include reading aloud, literature sets, reading conferences, book talks, strategy lessons, and reading journals and logs. Chapter 3 focuses on developing writers and discusses various aspects of the writing workshop, writing outside the workshop, and assessment of writing--only those ideas which are consistent with a whole language view of literacy development have been included. Chapter 4 comments on specific questions about the whole language approach to reading and writing. Appendixes list publishers of students' writing, selected favorite books, selected poetry collections, and some discourse forms for content writing. A 19-item annotated bibliography and 27 references are attached. (MG)

ED 314 732 CS 009 911

Bean, Rita M.; And Others
Critical Features of Remedial Reading Programs: Effects of Setting on Instructional Practices, Student Activities, Congruence, and Achievement.
Pittsburgh Univ., Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 12 May 89
NOTE- 55p.
GRANT- G008720233
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Classroom Research; Compensatory Education; Grade 4; Grade 5; *Instructional Effectiveness; Intermediate Grades; Reading Achievement; Reading Research; Reading Teachers; *Remedial Programs; *Remedial Reading; Time Management
IDENTIFIERS- California Achievement Tests; Congruence Analysis Techniques; *Education Consolidation Improvement Act Chapter 1; Reading Behavior

A study investigated Chapter 1 students' activities and experiences during the time allocated to reading instruction. Subjects, 119 three-year-old children attending Headstart classes on the Lummi Reservation in northwest Washington, were observed during their daily hour of free play for an entire school year. The subjects' experiences with drawing, writing, books, stories, and songs were observed. Storybooks were read to groups and individuals, and the subjects were observed drawing pictures and "pretend-writing" their names on their pictures. Although the primary goal of the observer was to become accepted by the children and the teachers, enough data were gathered to suggest certain conclusions and implications for instruction. The data indicated that the subjects: (1) were not aware of print (other than their names) in their classroom environment; (2) were at the scribble stage of drawing and writing; and (3) were familiar with books, knew how to handle them, and knew that books have stories to listen to. Findings suggest that three-year-olds will learn about print by being exposed to labels and signs that reflect the home, school, and community environment; that they will learn about books and stories by listening to the teacher read books and by talking about the stories; and that they will learn about writing by being given the opportunity to experiment with drawing and writing by seeing the teacher write. (Thirty-six references and three appendixes containing forms and tasks, publishers of "big books," and a teaching outline of "the shared book experience" are attached.) (RS)

ED 314 746 CS 212 171

Glasser, Theodore L.; Ettema, James S.
Common Sense and the Education of Young Journalists.
PUB DATE- Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Context; *Journalism Education; News Reporting; *News Writing
IDENTIFIERS- *Common Sense; Journalists; *News Values; Topic Selection

Journalists' knowledge of news is finally reducible to their

(052)
DESCRIPTORS- *Biographies; Class Activities; Elementary Education; Holistic Approach; Integrated Activities; Interdisciplinary Approach; Middle Schools; *Reading Writing Relationship; Student Writing Models; Teacher Developed Materials; Teaching Methods; *Writing (Composition)
IDENTIFIERS- Childrens Writing

Bringing together an enthusiasm for biography and a belief in in-depth learning through long-term projects which include manipulating the material to be learned, this book presents a reading-and-writing approach to biography for elementary and middle school students in which students research and write biographies. Following a foreword and an introduction the three sections of the book's first part, "Understanding Biography," discuss respectively the appeal of biography, choosing the subject, and the material included in a biography. The five sections of the second part, "Biography in the Classroom: Approaches for Beginners," discuss respectively the snapshot approach, fictionalized versions, an alternative to chronological order, the relationship between life and times, and feeding an interest in biography. Sixty-six references are attached, and three appendixes contain fictionalized biographies written by fourth graders, nonchronological biographies written by fifth graders, and a life-and-times biography written by a fourth grader. (SR)

ED 314 760 CS 212 199

Rubin, Andee; Bruce, Bertram
Alternate Realizations of Purpose in Computer-Supported Writing. Technical Report No. 492.
Bank Street Coll. of Education, New York, N.Y.; Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 17p.; For a related document, see ED 268 583.
CONTRACT- G0087-C1001-90
GRANT- OERI-1-135562167-A1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Innovation;

attached. (Author/SR)

ED 314 774 CS 506 980

Turner, John R.
An Analysis of Ethical Issues in Governmental Communication.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Communication Research; *Ethics; Federal Government; *Government Role; News Media; *Persuasive Discourse; Presidents of the United States; Public Administration
IDENTIFIERS- Political Communication

A research review examined the ethical responsibilities of a communicator in contemporary American society, particularly in governmental communication. Various scholars have suggested standards of ethical governmental communication and have questioned the ethics of governmental officials in several cases. Ethical analysis of President Ronald Reagan's rhetoric by Green and MacColl (1983), for example, shows a speaker considered "negligent or reckless" with the truth. Presidents Ford and Nixon's discourse has also received attention from communication ethics scholars. Scholars have identified several criteria of ethical governmental communication. Among these criteria are avoidance of the following: misrepresentation in the use of evidence and in the assertion of expertise; deception in the statement of governmental purpose; misuse of the practice of classifying documents; and criticism of the press to assure that governmental acts are viewed only in favorable terms. The philosopher Sissela Bok's view is that a governmental practice of telling minor lies in times of crisis can expand into what Bok calls "vast practices where the harm to be averted is less obvious." Another scholar suggests that to fail to keep abreast of public issues or to accept unacceptable answers from officials is to abdicate the responsibilities of citizenship. (Seventeen references are attached.) (SG)

Communication Skills for Ethical Leadership Development: The Theory E Project. Preliminary Edition.
REPORT NO.- ISBN-0-8403-4803-7
PUB DATE- 88
NOTE- 253p.
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P. O. Box 539, Dubuque, IA 52004-0539 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Books (010)
DESCRIPTORS- Accountability; Administrator Attitudes; Attitude Measures; *Behavior Patterns; Case Studies; Communication Research; *Communication Skills; *Ethics; Higher Education; Interpersonal Communication; Interpersonal Relationship; *Leadership Training; Persuasive Discourse; Public Relations; Role Models; Values
IDENTIFIERS- *Leadership Effectiveness; Management Styles; Theory X; Theory Y

This book provides the clarifying principles and practices for societal leaders who need to know there is a process, the Theory E project, that sheds light on the ethical leadership difference for the concrete dilemmas facing all key leaders. The book discusses ethical leadership communication in terms of the ethical leader's upper, downward, and horizontal communication responsibilities. Chapter 1 and 2 clarify the general criteria of the Theory E process, highlighting the similarities and differences between Theory E and Theory Y and Z styles of managing. Chapter 3 provides a rationale for teaching ethics and values in a communication course. Chapter 4 focuses on the development of ethical leaders through the small group process, while chapter 5 emphasizes empathic or ethical listening as a prerequisite step in the Theory E process, setting the ethical tone for the subsequent leadership development chapters. Chapter 6 examines the various leadership styles that will prepare a leader for employment, advancement, or even retention of a position, and also focuses on the ethical interview process developed by the Theory E director. Chapter 7 draws together the various ethical leadership concepts and value system precepts. The final chapter provides some role model examples from the variety of significant persons interviewed by the Project Director. The appendixes synthesize the contribution of many top leaders, cite excerpts from various Theory E speeches, and provide operational clarification and materials for use in conferences, seminars, and retreats. (KEH)

ED 314 802 CS 507 028

Gottlieb, Stephen S.
Media Ethics: Some Specific Problems. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Codes of Ethics; *Ethics; Freedom of Speech; *Journalism; *Mass Media; Technological Advancement
IDENTIFIERS- ERIC Digests; Journalistic Objectivity; Journalists; *Media Ethics

This digest identifies some of the ethical issues which appeared in the mass media in the 1980s and discusses the implications which these issues have for the law and for those who already work in or study the mass media, as well as for those college students contemplating a career in journalism or broadcasting. (NKA)

ED 314 803 CS 507 029

Sullivan, Laura A.
Public Speaking and Library Research: A Textbook's Responsibilities.
PUB DATE- 19 Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; *Communication Skills; *Critical Thinking; Higher Education; Library Instruction; *Library Skills;

Aspiration; Questionnaires; Teacher Employment Benefits; *Teacher Persistence; *Teacher Salaries; *Work Attitudes
IDENTIFIERS- *National Longitudinal Survey

Factors that influence teacher attrition are not well understood. Although past research has uncovered individual, work-related, and economic opportunity factors that influence teachers to leave their profession, more research is needed. This study (n=14,489) attempted to increase understanding of teacher's career decisions using data from the fifth followup of the National Longitudinal Study of 1972 (NLS-72) by answering four questions: (1) In what occupations were employed respondents in the 1986 NLS followup found? (2) How many persons from the cohort who became elementary or secondary teachers later took other jobs and in what occupations were leaving teachers found? (3) How many persons who intially entered other occupations subsequently took teaching jobs in elementary and secondary schools, and what occupations did they leave in order to teach? and (4) How did the salary experiences of persons who remained in elementary and secondary teaching compare with the experiences of those who never taught, those who left teaching for other occupations, and those who entered teaching from other occupations? The major findings indicated that 60 percent of the members of the sample were teaching in 1986. The remainder had either taken jobs in other fields or were unemployed. Generally, teachers who left education for positions in other areas received higher salaries than those who entered teaching from positions in other areas. However, job changers did not fare as well as those who stayed with their first occupational choice. Further analysis of the data revealed that the professional/technical, managerial/administrative, sales, and clerical tracks receive the bulk of the job-changers.(JAM)

ED 314 818 EA 021 236

Buchholz, Wayne W.; Pruitt, Betty E.
Organizing a Pre-Referral Process: Serving Student Needs without Special Education.
PUB DATE- Feb 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 314 832 EA 021 520

Thiagarajan, Sivasailam; Pasigna, Aida L.

Literature Review on the Soft Technologies of Learning. BRIDGES Research Report Series, No. 2.

Harvard Univ., Cambridge, MA. Inst. for International Development.; Institute for International Research, Inc., McLean, VA.

SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.

PUB DATE- Jul 88

NOTE- 39p.; The Basic Research and Implementation in Developing Education Systems Project (BRIDGES) is directed by the Harvard Institute for International Development and the Harvard Graduate School of Education.

CONTRACT- USAID-DPE-5824-A-5076

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Classroom Techniques; *Developing Nations; Educational Demand; *Educational Technology; Elementary Education; Foreign Countries; Human Capital; *Instructional Improvement; *Instructional Materials; *Instructional Systems; Learning Activities; Programed Instruction

In developing countries, educational systems are beset by a lack of textbooks and other instructional materials, overcrowded classrooms, poorly qualified teachers, high attrition and illiteracy rates, and disparities between urban and rural schools. Traditional solutions do not respond to the expanding demand for primary education in these nations. Learning technologies, categorized by a systematic instructional development process and validated instructional design principles, offer cost-effective alternatives. A literature review on the soft technologies of learning indicated that: (1) while textbooks remain the most prevalent type of instructional material in developing nations, modularized materials, programmed learning materials, and workbooks are gaining in popularity; (2) different types of tutoring enhance the quality of education, but only small-group methods are cost effective; (3) productive soft technology use may require teacher role changes; and (4) conventional school organization structure in developing countries does not facilitate effective use of soft learning technologies. Within the data limitations, this report recommends that soft technologies should be used extensively in conjunction with educational reforms in developing nations, that programmed teaching should be used to compensate for the lack of qualified teachers, and that different tutoring methods should be implemented to augment conventional teaching approaches. (139

PUB DATE- 89
NOTE- 32p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Code No. 6208901; $5.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *After School Programs; *Athletics; *Clubs; Curriculum; *Extracurricular Activities; *Pamphlets; Secondary Education; Student Organizations

Student activities, or what used to be termed extracurricular activities, is now being called by another term--third curriculum. Third curriculum is the most recent term used to describe a wide variety of school-sponsored teams, clubs, and organizations. Several aspects of the third curriculum are detailed: (1) need for student activities; (2) success and student activities; (3) participants versus nonparticipants; (4) social development; (5) student attitudes; (6) beyond high school; (7) community attitudes; (8) participants; (9) activities that draw a crowd; (10) reasons students participate; (11) nonparticipants; (12) leadership and student activities; and (13) administrator's role. (34 references) (SI)

ED 314 847 EA 021 542

Blumberg, Arthur; Jerome, Brian
Knowing What To Do and Why: Testing an Assumption about Learning the Basics of Administration.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Education; *Administrator Role; *Administrators; Case Studies; Elementary Secondary Education; *Instructional Leadership; Principals

Experience and its accompanying memory development of "what to do" is the school administrator's best teacher. This study attempts to career development as it differs from men's accounts and differences between women's and men's ways of thinking. Although women have earned more than half the educational administration degrees in recent years, the number of women in school leadership positions is disproportionately small. Data collected from the "Executive Educator" 1988 Outstanding Administrator Competition indicated numerous career development differences between men and women. Carol Gilligan's study of women and girls shows that women tolerate rules more easily, are more willing to make excceptions and accept innovation, are less competitive, and make more compassionately based moral judgments than men. In sum, women's emphasis on human relationships, care, responsibility, equity, fairness, intimacy, and cooperation comprise the essence of a democratic community. Women principals holding these values and constructing their roles accordingly promise a learning structure and content far different from traditional (male) schooling. (Nine references) (MLH)

ED 314 861 EA 021 571

Richardson, Mike; And Others
Supervised Practice: A Staff Development Model for Practicing Principals.
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Effectiveness; Administrator Guides; *Administrator Role; Demonstration Programs; Elementary Secondary Education; Inservice Education; *Instructional Improvement; *Instructional Leadership; *Principals; Problem Solving; *Professional Development; School Administration; *School Supervision

Instructional leadership, the essential component of an effective school, does not require inborn talents, but skills that can be learned and applied. A systematically designed and implemented training program positively affects practicing principals regarding the use of time, personnel, and resources in the school. The model

NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Boards of Education; Educational Administration; *Educational Environment; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Trustees
IDENTIFIERS- *New York

Guidance is provided in the area of facilities planning, design, and management. Facilities directly influence learning in physical as well as psychological ways. In facilities development, long-range plannning is critical. Strategic and tactical planning characterize an effective planning process. Facilities advisory committees should be involved in the facilities planning process as well. Although each school board develops its own unique vision, responsive facility development demands acknowledgement of certain trends. The following trends, corresponding issues, and tactical implications for planning the educational facility are discussed: (1) demographic trends and implications; (2) social trends; (3) instructional technology; (4) reform movement trends; (5) the problem of deferred maintenance; (6) energy conservation; (7) health and safety trends and implications; and (8) liability trends and implications. A summary of recommendations prefaces the booklet, and a list of pollutants found in school facilities and a suggested liability-related section of a policy on the public use of school facilities are appended. (22 references) (SI)

ED 314 876 EA 021 651

Gauging Student Performance. A Position Paper.
New York State School Boards Association, Albany.
PUB DATE- 89
NOTE- 42p.; Black and white photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Boards of Education; Elementary Secondary Education; *Standardized Tests; Testing; *Testing

personnel; procedures involved in testing and evaluation and in determining the appropriate intervention program for the child; the role of the parent as a teacher; recordkeeping; and sources of information, support, and equipment in Louisiana and nationally. (JDD)

ED 314 891 EC 222 034

Koskinen, Patricia S.; And Others
Using the Technology of Closed-Captioned Television To Teach Reading to Handicapped Students. Performance Report.
National Captioning Inst., Inc., Falls Church, VA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 87
NOTE- 125p.
CONTRACT- G-00-84-30067
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Captions; Educational Television; *Hearing Impairments; *Instructional Effectiveness; *Learning Disabilities; Readability; Reading Ability; Reading Comprehension; *Reading Instruction; Sight Vocabulary; Teaching Methods; *Telecourses
*IDENTIFIERS- *Closed Captioned Television*

This project investigated the effectiveness of using closed-captioned television in the teaching of reading to learning-disabled and hearing-impared students. Seven teachers of learning disabled students, and 45 students ranging in age from 8 to 13 years, from a large Maryland public school system participated in this study. The first two of nine studies focused upon the identification of appropriate program materials to be used in the seven subsequent studies. These preliminary investigations dealt with determining the readability of available captioned programs, and determining whether the readability level of the captions corresponded to student success in reading captions. Three studies then investigated the effects of captioned television viewing on the vocabulary and comprehension skills of both hearing/learning-disabled and hearing-impaired students. Four additional studies were conducted with teachers of learning-disabled and hearing-impaired students to determine their skill in using model captioned television reading lessons and their skill in developing and teaching captioned television reading

to learn travel skills, to learn to make adaptations necessary for successful travel, to learn daily living skills in real environments, and to gain experience and have fun in a wide variety of environments. The curriculum for community travel begins with 1 year of pre-requisite skill training which occurs in the school and includes wheelchair driving skills, knowledge of articles needed for traveling, telephone skills, understanding landmarks and clues, and wheelchair adaptations. Prerequisite skills are taught concurrently by the mobility specialist, therapist, communication specialist, and classroom teacher. Following pre-requisite skill training, the first year's community travel lessons are then taught at an indoor mall, focusing on telephone use, safety, use of the lift bus, mall familiarization, restaurant etiquette and adaptations, department store familiarization, elevator use, and restroom use. Lessons in later years include department store travel, familiarization with business districts, residential travel, recreational activities, and environmental assessment. Lessons emphasize increasing independence for the student. (JDD)

ED 314 905 EC 222 064

State Forum: Delivery of Technology Related Assistance to Meet Student Needs. Proceedings (Washington, DC, April 24-26, 1989).
Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 89
NOTE- 54p.
CONTRACT- 300-87-0115
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Appropriate Technology; *Delivery Systems; *Disabilities; Educational Planning; Evaluation; Financial Support; Information Services; *Information Technology; State Action; *Statewide Planning; Technical Assistance; *Technology

The delivery of technology-related assistance was selected as the topic for the Center for Special Education Technology's 1989 annual technology use meeting, in order to emphasize the broad context within which technology use occurs and to focus attention on the

Sutherland, Doris J.; And Others
An Examination of the Peer Review Process.
Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Federal Aid; Grants; *Improvement Programs; Outcomes of Education; *Peer Evaluation; *Professional Training; *Program Proposals; *Reliability
IDENTIFIERS- Discretionary Programs

This study evaluated the effect of training on improving the reliability of the peer review process by determining whether or not training made a difference in the variability among reviewers' scores and documentation provided to support the scores. Different levels of training were provided for participants in the peer review process who were reviewing applications for discretionary grants in the Training Personnel for the Education of the Handicapped program. Reviewers' total scores, total word count for strengths and weaknesses, and approval/disapproval decisions were then examined. There were no significant differences in applications' average total scores across the three levels of training, although standard deviations were higher with more training. Also, there was no reduction in the dispersion of the scores with an increase in training. Reviewers who received additional training tended to write more words in both the strengths and weaknesses sections. Concerning approval or disapproval of the application, there were statistically significant differences across the training conditions, but they could not be determined to be training differences. Reviewers across all training conditions provided more documentation for those applications they disapproved than for those they approved. More experienced reviewers tended to give lower scores and more documentation than less experienced reviewers. (JDD)

ED 314 920 EC 222 080

Born Hooked: Confronting the Impact of Perinatal Substance Abuse. Hearing before the Select Committee on Children, Youth, and

of the curriculum and instruction is included in the report. (Author/MSE)

ED 314 933 FL 018 275

Pino, Barbara Gonzalez
A Comprehensible Input Sequence for ESL.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Difficulty Level; *English (Second Language); Instructional Materials; Leisure Time; *Listening Comprehension; Material Development; Recreational Activities; Second Language Instruction
IDENTIFIERS- *Comprehensible Input; *Total Physical Response

The concept of comprehensible input in second language learning is applied to the teaching of English as a Second Language. Techniques for teacher adaptation of materials and classroom presentation are outlined. The first step is assembly of topic-appropriate pictures and the production of simple third-person statements to accompany them. Leisure is the theme used here for illustration. With the introduction of pictures and statements, the teacher can begin the process of checking input comprehension, using questions for three purposes: comprehension check, recall, and extension. For further use of the same material, the teacher can change to first- and second-person questions and statements, a technique that personalizes and extends the approach. Total physical response activities can be integrated into this comprehensible input sequence, with students acting out commands. At this point, the teacher can vary the process by moving from the pictures and students to charts, asking yes/no questions, introducing a true/false listening activity, and/or using a multiple-choice listening activity based on the chart's content. The teacher can prepare brief passages about the activities of selected characters for use in a scanning activity. Additional applications for developing all language skills and for student testing and grading are suggested. (MSE)

NOTE- 19p.; Paper presented at American Association of Teachers of French Conference (Paris, France, July 10-14, 1989).
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; Italian; *Language Role; *Language Tests; Program Descriptions; *Second Language Programs; Testing
IDENTIFIERS- *Australia

Two Australian language curriculum development projects are discussed: the Australian Language Levels (ALL) Project and the National Assessment Framework for Languages at Senior Secondary Level (NAFLSSL). While distinct, both projects are closely linked. Each project was launched in 1985 in a favorable climate and in response to cost, enrollment, and political problems in language education. The ALL Project has published a set of guidelines for the development of elementary and secondary level second language programs and has developed a series of sample lessons for Italian. The project team also provides consultation in program development. The NAFLSSL project is developing exit language tests for secondary education, addressing two particular problems: the large number of languages tested, and the "advantage" held by students whose native languages were not English; a three-level, three-segment exam structure was proposed in response. Attachments include a table of language use, and a diagram of the framework of stages from junior primary to senior secondary. (MSE)

ED 314 948 FL 018 296

Inman, Beverly J.
The Implementability of the FSI/ACTFL/ETS Oral Proficiency Guidelines in Foreign Language Programs of American Colleges and Universities.
PUB DATE- Aug 88
NOTE- 61p.; A requirement for a post-graduate degree, University of Iowa.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *College Second Language Programs; *Curriculum Design; *Educational Policy; Higher Education; *Language Proficiency; Language Tests; Oral Language; Policy Formation; Testing

ED 314 561 CE 053 151

De Maria, Richard
Entrepreneur Program. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 43p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Accounting; Basic Skills; *Business Administration Education; Business Education; Communication Skills; *Competency Based Education; *Entrepreneurship; Integrated Curriculum; Mathematics Skills; Merchandising; *Money Management; Recordkeeping; Science Instruction; Secondary Education; *Small Businesses

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The document consists of matrices that describe the relationship of vocational skills to basic communication, mathematics, and science skills within the entrepreneur program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 16 units are: being a small business owner; planning a small business; setting up a small business; choosing a location; getting money to start a business; being in charge; organizing the work; buying and keeping track of goods and supplies; setting prices; advertising and selling; keeping financial records of revenues and expenses; making sure you have enough cash; keeping your profits high; keeping your business successful; and taxes and insurance; the final exam is attached. (KC)

ED 314 562 CE 053 152

Racanelli, Meri Gann
Business Relations--Media/Modeling. COM-LINK. Competency Based

basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the auto body repair program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The instructional units included are: orientation; career orientation; safety; fasteners; measurement; conditioning the car finish; prepare auto for work; refinish the automobile; repair minor body damage; repair major body damage; welding (electric); oxyacetylene equipment and procedures; paint problems and cures; automotive glass; fiberglass repair; plastic body panels; automotive mechanicals; electrical components; and estimating. (CML)

ED 314 574 CE 053 164

Salvatore, Gerald
Automotive and Diesel Engine Rebuilding. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 137p.; For related documents, see CE 053 146-174. Small, light type may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Basic Skills; Communication Skills; *Competency Based Education; *Engines; Integrated Curriculum; Mathematics Skills; *Motor Vehicles; *Power Technology; Safety; Science Instruction; Secondary Education; Shop Curriculum; Skilled Occupations; Trade and Industrial Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the

ED 314 587 CE 053 870

Dziekonski, Chester B.

What Information Should a Certification Program Provide to Schools and Accreditation Bodies? Needs for Establishing Cooperative Linkages.

PUB DATE- 2 Dec 89
NOTE- 13p.; Paper presented at the Annual Conference of the National Organization for Competency Assurance (2nd, Alexandria, VA, December 1-2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accrediting Agencies; *Certification; *Competence; Confidentiality; *Cooperation; Educational Certificates; Eligibility; Employment Qualifications; *Health Occupations; *Health Personnel; Licensing Examinations (Professions); Quality Control; Standards; State Licensing Boards

The production of a competent health practitioner requires effective cooperative effort from certifying agencies, accrediting agencies, and educational institutions. Information exchange among certifiers, accreditors, educators, and employers should be liberal. Such exchange must not violate confidentiality, especially in the matter of documents, such as references obtained to verify compliance to standards or criteria required of a candidate, school/program, or employment in evaluating eligibility for certification, accreditation, or employment. An external influence that is currently receiving attention in the production and practice of health care professionals is independent practice. Professional associations, certifying agencies, accrediting agencies, educators, employers, third-party payers, and consumers must be involved in making the decision about independent practice. The goal of credentialing is competency. The competent practitioner is the product resulting from the best cooperative efforts of educators, accreditors, and certifiers. The competent practitioner in all probability is a member of a professional association and participates to some degree in the various activities and programs of the association. The competent practitioner is aware of the rapid changes in technology and the delivery of health services and is an advocate of programs designed to maintain continued competency. (CML)

*Program Evaluation; Tutors; Videodisks; Videotape Recordings; Volunteers
IDENTIFIERS- Test of Adult Basic Education; *Workplace Literacy

An evaluation was undertaken of the second year's work of a pilot adult literacy program called Project REACH (Reading, Education, Achievement), which was begun in 1987 in New York by the Governor's Office for Employee Relations (GOER) and the Civil Service Employees' Association (CSEA). The following findings were reported, among others: (1) although positive gains were observed for some measures used to evaluate student performance in the Volunteer Tutor Network geared to employees who read below the eighth-grade level, none of the results were statistically significant; (2) evaluation of the eight PALS (Principle of the Alphabet Literacy System: Computer Interactive Training Labs) that used personal computers and videodisk players to teach employees who read below the sixth-grade level showed positive gains for the writing and reading scales of the SKILLS Profile and for the Sample Job Application Form, and a statistically significant average gain of nearly one grade level was observed for the Test of Adult Basic Education (TABE); (3) the People Reaching People program, which used videotapes and a workbook to improve workplace literacy among mental hygiene therapy aides, results in positive gains on the Test of Adult Basic Education (TABE) and the three scales of the SKILLS Profile; (4) for the English-as-a-Second-Language students at one of two sites, a significant gain of nearly 12 points was observed on the JOHN test, which is an oral placement test for nonnative speakers of English, and a significant gain of nearly two points was observed on the writing scale of the SKILLS Profile; and (5) because pre- and posttest data were available on only a small number of participants, the actual beneficial effect on literacy skills may have been underestimated. Appendices provide instruments with responses as well as instructions and test forms. (CML)

ED 314 602 CE 053 942

Gross, Alan L.; And Others
Project REACH. Final Evaluation Report.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
PUB DATE- Jun 88
NOTE- 96p.; For the 1989 report, see CE 053 941.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 314 615 CE 053 974

V-TECS Guide for Computer Operator.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 89
NOTE- 206p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Clerical Occupations; Competency Based Education; Computer Science Education; *Course Content; Database Management Systems; *Data Processing; *Data Processing Occupations; Electronic Equipment; Input Output Devices; Job Training; Occupational Information; *Office Occupations Education; Postsecondary Education; Secondary Education; Student Evaluation; Teaching Methods; Test Items; Units of Study; Vocational Education
IDENTIFIERS- South Carolina

This V-TECS (Vocational-Technical Consortium of States) Guide is an extension or continuation of the V-TECS catalog for the occupation of computer operator. The guide is designed to help South Carolina teachers to promote the art of learning while teaching subject matter. The guide addresses the three domains of learning: psychomotor, cognitive, and affective. This guide contains six units of study that cover the following aspects of the computer operator occupation: data processing on computers; data processing with peripheral equipment; processing incoming jobs and final output; maintaining tape and disk pack library; miscellaneous computer operation activities; and supervising. Each unit contains several performance objectives, each including task, standard of performance of task, source of standard, conditions for performance of task, enabling objectives, resources, teaching activities, checklists, and criterion-referenced measures. Appendixes provide a task list and job titles; definitions of terms; and a bibliography compiled by the South Carolina writing team. (KC)

ED 314 616 CE 053 975

V-TECS Guide for Medical Assistant.

Agriculture. Access Skills. Vocational Readiness Skills. Missouri LINC. Assessing Vocational Education.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

PUB DATE- Sep 88

NOTE- 213p.; For related documents, see CE 053 979-990.

AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($13.30).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Access to Education; Agribusiness; *Agricultural Education; Agricultural Machinery; Agricultural Machinery Occupations; Communication Skills; Competency Based Education; *Educational Diagnosis; Educational Objectives; Employment Potential; Horticulture; Interpersonal Competence; Landscaping; Mathematics Skills; *Occupational Information; Secondary Education; Small Engine Mechanics; *Special Needs Students; Vocational Aptitude; Vocational Education; Vocational Evaluation; Vocational Maturity

IDENTIFIERS- *Missouri

This document contains agriculture occupations-related materials to help teachers and parents teach access skills to Missouri junior high and high school special needs students who want to pursue a vocational program in agribusiness, agricultural management, and economics; agriculture power, agricultural machinery, and small engine repair; or horticulture and landscaping. Access skills are defined as those skills needed to access vocational education programs and be successful in the world of work. An introduction explains this document's relationship to other documents about Missouri vocational education. The section on manual components describes the document's contents. The next three sections contains instructional activities in the chosen vocation. The activities cover each of the five major areas (math, physical demands and working environment, aptitudes, temperament, and vocational) of Missouri's Vocational Readiness Inventory. Competencies, an access skills checklist on which teachers can record student competence, occupational glossaries, teacher and student worksheets, worksheet answers, and resource lists are included. The next six sections are instructional modules on applying ratios in mixtures, communicating effectively with employers, co-workers and the public, gross motor skills, safety procedures, and tool identification. The modules include task analysis sheets and directions for instruction. The document concludes with competency lists for agriculture structures

should work on averting a crisis. Other recommendations included changes in teacher education programs and re-certification programs for science teachers and others. (KC)

ED 314 641 CE 054 023

Hoachlander, E. Gareth
National Data Needs for Vocational Education.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 43p.
GRANT- V051A80004-88A
AVAILABLE FROM- National Center for Research in Vocational Education Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (order No. MDS-004: $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Collection; *Evaluation Methods; Federal Legislation; Policy Formation; Postsecondary Education; Program Evaluation; Program Improvement; Research Design; *Research Methodology; *Research Needs; *Research Problems; Secondary Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Reauthorization Legislation

Obtaining accurate, comprehensive data for vocational education has been one of the more elusive objectives of federal policy. Given the long history of unsuccessful attempts to improve the quality and scope of data on vocational education, it is important to understand the lessons of the past before embarking on a new data collection effort mandated by reauthorization efforts for the Carl D. Perkins Vocational Education Act. This paper seeks to improve future efforts to collect and report data on vocational education. It begins by reviewing the history of previous efforts to collect national information on vocational education and then examines why collecting accurate, consistent data has proven so difficult. The specific kinds of information that are needed for national policy and accountability are discussed next. The five areas involved are governance, student information, staffing, finance, and facilities and equipment. Effective strategies are proposed for collecting significantly more dangerous than was the leukemia patient (p<.001). Both categories of AIDS patients were stigmatized (as compared to the leukemia patient) in terms of certain social interactions. (Author/NB)

ED 314 655 CG 022 187

Levine, Karen S.; Hennessy, James J.
Personality Influences in Teenage Marital Stability.
PUB DATE- 13 Aug 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Congruence (Psychology); *Marital Instability; Marital Status; *Personality Traits; Spouses

Previous research has suggested that similarities and differences in specific personality factors are associated with differences in marital stability. Most findings were based on assessments of personality after marriage, thus confounding the effects of marriage on personality. This study was conducted to examine congruence between spouses' personality assessed prior to marriage with the status of the marriage after 3 to 5 years of marriage. Subjects were 72 couples between the ages of 16 and 19 who were referred to a church-affiliated counseling agency prior to obtaining permission from that church to marry. Each partner completed the Sixteen Personality Factor Questionnaire (16PF) prior to obtaining permission to marry. Seven of the 16 personality dimensions of the 16PF have been identified as being predictive of marital status: sizothymia/affectothymia, intelligence, ego weakness/strength, submissiveness/dominance. desurgency/surgency, alaxia/protension, and conservatism/radicalism. These seven dimensions were examined using intraclass and multivariate analyses. The findings clearly suggest a relation between personality assessed prior to marriage and marital instability. Spouses in marriages characterized as stable tended to be similar in intelligence, protension, and radicalism. Spouses in unstable marriages differed in warmth and outgoingness, while being similar in intelligence. (Author/NB)

Keller, Peter A.
Should Master's Level Training To Provide Rural Services Survive?
PUB DATE- Aug 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Health Needs; Masters Degrees; *Mental Health Programs; *Older Adults; *Paraprofessional Personnel; *Psychological Services; Psychologists; Public Policy; Resource Allocation; Rural Areas; *Rural Population; Rural Urban Differences
IDENTIFIERS- National Institute of Mental Health; Pennsylvania; Reagan Administration

Despite recent efforts to encourage federal funding of psychological services for underserved populations such as the elderly and residents of rural areas, ample evidence suggests that rural areas are underserved by psychologists. Drawing on data from rural and urban areas in Pennsylvania, this paper argues that master's level training can provide a means for filling significant gaps in psychological services, especially in rural areas, which are not currently filled by doctoral-level providers. Despite the profession's opposition to subdoctoral training for practitioners, the National Institute of Mental Health in the mid-1980s supported several master's programs with specific rural training goals, but such funding was terminated by the Reagan Administration. As a consequence, the present trends in both federal policy and the training and licensing of psychologists will lead to a large number of rural areas lacking access to even minimum levels of psychological services. The psychological profession should therefore recognize and support various levels of complementary psychological functions, so that appropriately supervised high quality psychological services could more readily be provided to rural communities. (References are included.) (TE)

ED 314 671 CG 022 205

Winterowd, Carrie L.; Krieshok, Thomas S.
Antecedents of Low Vocational Identity in College Students.
PUB DATE- Aug 89

or delivering a controlled substance; possession of a controlled substance with intent to manufacture or deliver; conspiracy to manufacture, deliver or possess with intent to manufacture or deliver controlled substances; possession of controlled substances; distributions of controlled substances to minors 3 or more years younger; distribution of controlled substances to prisoners; and distribution of a controlled substance on school premises. (ABL)

ED 314 686 CG 022 222

Matthias, Mary
Recommendations for Changes in Laws, Resources and Programs Related to Drug Law Enforcement. Discussion Paper 89-2.
Wisconsin State Legislative Council, Madison.
PUB DATE- 14 Sep 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Change; *Change Strategies; *Crime; Criminal Law; Drug Abuse; Drug Education; *Drug Legislation; Drug Rehabilitation; Federal Legislation; Financial Support; *Illegal Drug Use; Investigations; *Law Enforcement; Programs; Resources; State Legislation
IDENTIFIERS- Wisconsin

This document lists recommendations for changes in laws, resources and programs relating to drug law enforcement made to the Wisconsin Special Committee on Drug Law Enforcement, as of August 25, 1989. Some of the recommendations are based on comments of Committee members, rather than persons testifying to the Committee. Each recommendation is followed by brief background information, which includes an identification of the person making the recommendation. In order to collect background information for some of the recommendations, limited contacts were made by Committee staff with persons who did not appear before the Committee. This document does not attempt to thoroughly discuss or analyze each recommendation. The document is limited to recommendations related to drug law enforcement and does not discuss any recommendations made to the Committee regarding drug treatment or education. Four recommendations are made in the area of drug enforcement investigation; five recommendations in the area of prosecution; six recommendations in the area of penalties; two recommendations in the area of forfeitures and surcharges; four recommendations in the

finding cases of abuse, but rather doing something once they are found. (Author)

ED 314 702 CG 022 239

Neundorfer, Marcia McCarthy
The Effects of Coping on Health Outcomes in Caregiving Spouses of Dementia Patients.
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alzheimers Disease; *Anxiety; At Risk Persons; *Coping; *Depression (Psychology); Emotional Problems; *Family Caregivers; Older Adults; Regression (Statistics); *Spouses; Stress Management

This study was undertaken to determine the effects of different ways of coping on caregivers' physical health and symptoms of depression and anxiety. Sixty persons living with and caring for a spouse with Alzheimer's disease (n=58) or multi-infarct dementia (n=2) were interviewed and evaluated by a series of instruments. Independent variables measured included the severity of the memory and behavior problems of the demented patient, caregivers' stress, caregivers' appraisal of options for managing caregiving, and forms of coping used by caregivers. Dependent variables were three adverse health outcomes: reduced physical health, depression, and anxiety. Two sets of regression analyses conducted on the data revealed that gender of caretaker was a significant predictor for physical health only, with caregiving husbands healthier than caregiving wives; and that confrontive coping, with its theme of aggressive efforts to change the situation, was the best predictor of anxiety, while escape-avoidance was the second best predictor. These results suggest that caregivers who show these patterns should be identified by clinicians as at high risk for depression and anxiety. (Fifteen references are included, and findings are displayed in six tables.) (TE)

Hewitt, Amelia M.; Roos, Marie C.
Thematic-Based Literature throughout the Curriculum.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Cognitive Processes; Content Area Reading; *Integrated Curriculum; Kindergarten; *Language Acquisition; Language Skills; *Literature Appreciation; Primary Education; *Thematic Approach
IDENTIFIERS- Dinosaurs; *Language across the Curriculum; *Literature Based Programs; Trade Books

This paper focuses on practical activities for incorporating children's literature and thematic activities in the curriculum to stimulate children's thinking and language. The paper includes a review of the current literature about literature-based programs and a thematic unit on dinosaurs developed across the curriculum at the kindergarten level. Subjects covered in the thematic unit include: letter recognition, language arts, math, social living, arts, physical education, story time, music and computer. The paper also presents activities in math, science/health, social studies, language arts, and arts for use with four trade books. Additionally, the paper reviews nine alphabet books which can be used in a variety of skill areas. Twenty references are attached. (MG)

ED 314 719 CS 009 897

McEady-Gillead, Betty
The Leisure Time of Interested and Uninterested Readers.
PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 6; Intermediate Grades; *Leisure Time; Library Surveys; Middle Schools; *Reading Attitudes; *Reading Habits;

fourth and fifth grade students in a large city school system (66 subjects receiving remedial instruction in an in-class setting and 53 in a pullout setting), were observed systematically over a four-month period while receiving reading instruction from their remedial reading specialists. Results indicated that: (1) setting, as it was implemented in this district, had an impact on how remedial reading specialists organized lessons, on what students experienced, and on the behaviors of the students within that setting; (2) congruence between the curriculum and instruction of developmental teachers and reading specialists was greater in the in-class than pullout programs, although the nature and extent varied greatly within the various in-class settings; (3) across both settings, the reading program appeared to be similar to what could be called a traditional skills-focused curriculum; and (4) none of the instructional variables that were hypothesized to predict reading achievement reached statistical significance. Findings suggest that although the nature of instruction did not appear to influence achievement, there were differences in the amount of total instructional time and in instructional behaviors, lesson focus, and reading behaviors experienced by the students in the in-class or pullout programs. (One figure and 11 tables of data are included; 30 references are attached.) (RS)

ED 314 733 CS 009 912

Fowler, Elaine D.
Spelling across the Curriculum.
PUB DATE- Apr 89
NOTE- 4p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (8th, Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; Instructional Effectiveness; *Spelling; *Spelling Instruction; *Teaching Methods; *Vocabulary Development; Word Lists
IDENTIFIERS- Spelling Growth

There are many reasons for teachers' reluctance to address the issue of spelling content area vocabulary words; however, content vocabulary word spelling need not be ignored because of time commonsensical understanding of it, which is to say that common sense is not still another way of dealing with how journalists know news but instead the very foundation on which that knowledge rests. Common sense does not simply entail some shared cognitive facility that enables people to perceive the world in similar ways; it entails a learned and considered response to the world. Taking common sense seriously means that young journalists should come to appreciate the fundamental "immethodicalness", as Geertz called it, of humanity's unassuming efforts to make sense of the world. Accepting common sense as a legitimate and viable system of thought can reclaim epistemology from its reduction to methodology and can therefore honor what inevitably shapes everyday knowledge, including journalists' knowledge of news: social practice. Treating news and journalists' knowledge of it in terms of common sense can recapture the realities of journalism and present those realities in a historical and cultural context that can bring to reporting and newswriting courses the kind of intellectual adventure they seldom engender. (Twenty notes are included.) (RS)

ED 314 747 CS 212 184

Gentner, Dedre

Metaphor as Structure Mapping: The Relational Shift. Technical Report No. 488.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 27p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Cognitive Development; Cognitive Processes; *Cognitive Structures; Comparative Analysis; Concept Formation; Developmental Psychology; *Interpretive Skills; *Metaphors; *Young Children
IDENTIFIERS- Metaphorical Thought; *Structure Mapping Theory

A study used structure mapping theory to examine the claim that children can understand metaphors based on shared object attributes before understanding those based on shared relational structure. The three kinds of metaphor used in the study varied in whether the

*Electronic Mail; Elementary Education; Student Writing Models; Teaching Styles; Writing Exercises; *Writing Instruction
IDENTIFIERS- *Purpose (Composition); *QUILL (Computer Software)

This report examines a variety of ways that the QUILL program for teaching writing was realized in elementary classrooms. In particular, the report looks at the different ways purposeful writing was achieved using MAILBAG, the electronic mail component of QUILL. The analysis shows that innovations in education should be viewed as objects created by classroom teachers as they integrate the packaged innovation with the realities of their institutions, their students, and their own goals and teaching styles. (Author)

ED 314 761 CS 212 201

Campbell, William Giles; And Others
Form and Style: Theses, Reports, Term Papers. Eighth Edition. Up-to-Date Information on Chicago, MLA, and APA Documentation.
REPORT NO.- ISBN-0-395-43204-9
PUB DATE- 90
NOTE- 279p.
AVAILABLE FROM- Houghton Mifflin Company, College Division, Wayside Rd., Burlington, MA 01803 ($17.96 plus handling and tax).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - General (050)
Reference Materials - General (130)
DESCRIPTORS- Bibliographies; *Expository Writing; Higher Education; Instructional Materials; Layout (Publications); Library Skills; Models; Prewriting; Proposal Writing; *Research Papers (Students); *Research Reports; Research Skills; *Technical Writing; Theses
IDENTIFIERS- *Style Manuals; Writing Contexts; *Writing Models

The eighth edition of this manual, which incorporates recent changes in bibliographical format made by "The Chicago Manual of Style" and the Modern Language Association of America, provides guidance to writers of research papers and reports in college, graduate school, business, government, and the professions. The review of the fundamental processes of research makes the manual a suitable text in courses of many kinds: basic and advanced writing courses, writing courses in the disciplines, and undergraduate and graduate courses in research and methods. The manual also serves

ED 314 775 CS 506 981

Tino, Richard
New York Times First Day Coverage of Two U.S. Caribbean Invasions: A Comparative Content Analysis.
PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association, (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Censorship; Comparative Analysis; Content Analysis; Federal Government; Foreign Countries; *Foreign Policy; National Security; Newspapers; *News Reporting
IDENTIFIERS- Dominican Republic; Grenada; Journalism Research; *Media Coverage; Media Government Relationship; News Sources; *New York Times

A study examined reports of the American invasions of the Dominican Republic (1965) and Grenada (1983) to determine whether there were substantive differences in coverage as a result of differing journalistic conditions. First-day New York Times reports of both invasions were analyzed both quantitatively (number of stories published, amount of illustrative material, etc.) and qualitatively (kinds of stories, datelines, sources, etc.). Analysis revealed several times as much coverage of the Grenada invasion, but the stories did not come from a proportionately greater number of sources. It is possible to account for these differences by considering the Times' additional quarter century of experience and the increased availability of electronic newsgathering equipment. The two events were also perceived differently, with the Dominican action being seen as a peacekeeping affair but Grenada involving more shooting. Many initial Grenada invasion reports later proved erroneous, so that while the Times warrants praise for its Grenada coverage, any praise must be tempered with an admonition against self-satisfaction with a job only partially done. (SG)

ED 314 776 CS 506 984

ED 314 789 CS 507 008

Arter, Judith A.
Assessing Communication Competence in Speaking and Listening: A Consumer's Guide.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 129p.; Photoreduced type in Appendix E may not reproduce well.
CONTRACT- 400-86-0006
AVAILABLE FROM- Test Center, Northwest Regional Education Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Communication Skills; *Evaluation Criteria; *Interpersonal Competence; Language Arts; *Listening; Listening Skills; *Speech Communication; Speech Skills; *Student Evaluation; Testing

Many educational institutions are currently attempting to improve their attention to speaking and listening in curriculum and instruction, and this guide is intended to assist educators to become more knowledgeable about tools for assessing speaking and listening. Designed for those somewhat knowledgeable in the areas of assessment and language arts instruction, the guide has three major sections. The first section, a short discussion of assessing speaking and listening, includes information about definitions, taxonomies of skills, issues in validity and reliability, the current state-of-the-art in assessing speaking and listening, and what to consider when selecting an assessment tool. The second section contains descriptions and reviews of assessment tools, providing longer reviews for instruments that are readily accessible, that measure some aspect of "communication competence," and that have some technical information available. These longer reviews are evaluative and include descriptions of the purpose(s) the author sees for the assessment instrument; content (tasks, response modes, and scoring procedures); reliability; validity studies; amount of help with interpretation and use; and source. The second section also presents short reviews of research instruments, achievement test series, instruments developed by educational agencies and instruments lacking technical investigation. The final section lists additional resources available to the user such as print resources and professional organizations. The guide also includes a summary table of all instruments reviewed, a 64-item bibliography, a glossary, and an

Online Searching; *Public Speaking; Student Research; *Textbook Content; *Textbook Evaluation; Textbook Research; User Needs (Information)

A close examination of nine popular speech textbooks was conducted to determine how adequately and accurately they covered researching in the library and its importance in the speechmaking process for the student. Results indicated that the texts did not emphasize critical thinking skills; they also contained an inappropriate emphasis on online database searching as a source for research information, and information errors about the library. Public speaking texts which present library research information should (1) stress critical thinking skills; (2) emphasize evaluation of information for all kinds of speeches and explain more fully how a student evaluates information; and (3) provide accurate information about library research. Textbook authors can better meet their responsibilities to students if they take a general approach to library research discussion and ask a reference librarian to help with the writing of the library section. (Thirteen references are attached.) (MG)

ED 314 804 CS 507 031

Comstock, Jamie; Strzyzewski, Krystyna

Prosocial and Antisocial Interaction on Television: Conflict and Jealousy on Prime Time.

PUB DATE- Nov 89

NOTE- 36p.; Revised version of the paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Antisocial Behavior; *Conflict; Content Analysis; Family (Sociological Unit); Family Relationship; *Interpersonal Relationship; *Jealousy; Mass Media Effects; Mass Media Use; *Prosocial Behavior; *Television; Television Research

IDENTIFIERS- *Prime Time Television

A study analyzed prime time television programs for the presence of interpersonal predicaments, specifically family conflict and situations involving jealousy, envy, and rivalry. The portrayal of these situations was evaluated according to relevant pro- and antisocial criteria. A total of 17 one-hour episodes and 24

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; Elementary Secondary Education; Instructional Effectiveness; Intervention; Public Schools; *Referral; *Regular and Special Education Relationship; *Special Education; *Special Education Teachers
IDENTIFIERS- *Illinois (River Forest)

Two views are presented regarding serving student needs without increasing special education in River Forest, Illinois public schools. A demographic description of the community and school district, school district philosophy regarding the roles of general and special education, and special educational financing undergird the first discussion. Preventive intervention techniques such as the district's collaborative pre-referral process and the use of the teacher/consultant model have effectively reduced special educational referrals and placement by 50 percent, the number of special education teachers by 45 percent, and the cost per special education child according to Wayne Bucholtz, a River Forest administrator. Second, Betty Pruitt, a special education expert, describes the district's pre-referral process. Designed as a support system to help teachers handle day-to-day learning and behavior problems in the classroom, the pre-referral process relies on team problem solving among teachers, administrators, and parents. (JAM)

ED 314 819 EA 021 268

Bladh, Agneta; Wallin, Gunnar
The Steering Function of Central Government Agencies in a Decentralised School Administration.
National Swedish Board of Education, Stockholm.
PUB DATE- Feb 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Boards of Education; Change Strategies; *Decentralization; *Educational Administration; Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; *Organizational Change; Politics of Education; *School Organization
IDENTIFIERS- *Sweden

references) (KM)

ED 314 833 EA 021 521

Tsang, Mun C.
Cost Analysis for Educational Policymaking: A Review of Cost Studies in Education in Developimg Countries. BRIDGES Research Report Series, No. 3.
Harvard Univ., Cambridge, MA. Inst. for International Development.; Michigan State Univ., East Lansing. Coll. of Education.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Oct 88
NOTE- 50p.; The Basic Research and Implementation in Developing Education Systems Project (BRIDGES) is directed by the Harvard Institute for International Development and the Harvard Graduate School of Education.
CONTRACT- DDP-5824-A-5076
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; *Developing Nations; Economic Development; Educational Economics; *Educational Finance; Elementary Education; Expenditures; Foreign Countries; Human Capital; Public Education

The cost of education to a country consists of total public education expenditures, total direct private cost, and total indirect private cost measured in terms of foregone earnings; improperly estimated educational costs focus only on government education expenditures. Considerable progress has been made in conceptual understanding of educational costs in the past 2 decades. Factors that determine the total amount of resources devoted to education and factors that determine expenditures within education influence educational costs. With current tight budgetary constraints and unmet demand for education in developing countries, the need to control costs and to improve efficiency is very pressing. An awareness of the disparities between educational costs in different localities is necessary for decisionmakers to design proper policies applicable to diverse settings. Applications of cost-benefit and cost-effective analyses address directly the concern regarding inefficiency in education; however, analyses of education in developing countries are often plagued by unreliable

answer the question of where it is that the core learning of the school administrator take place. An attempt is made to develop the beginning of an empirical base for the idea that such "accountable know-how" is already in place long before a person becomes an administrator. The sample consisted of three groups: undergraduates, teachers, and principals. Instrumentation consisted of a case study dealing with a leadership problem of a high school principal plus a brief response sheet that asked a person what he/she, as principal, would or would not do and why, in order to resolve the dilemma administered to the sample group. Findings indicate that organizational and role experience play a part in the thinking of principals in a way different from that of teachers and undergraduates. (SI)

ED 314 848　　　　　　　　EA 021 543

Thompson, Linda W.
Developing a Chapter 1 Program Improvement Plan: A Guide.
PUB DATE- 90
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Change Strategies; Community Involvement; *Curriculum Development; Educational Legislation; Elementary Secondary Education; Parent Participation; Program Design; *Program Development; Program Evaluation; *Program Improvement; Staff Development

A new Chapter 1 law, P.L. 100-297, was passed in 1988. Chapter 1 schools must examine the program operated during the previous school year. Schools that fail to demonstrate overall achievement gains must develop a Program Improvement Plan (PIP), a document describing how the Chapter 1 program in that school will be modified. This guide provides a model that a Chapter 1 school identified for program improvement may use to develop a PIP. This process is accomplished by means of a "team" that focuses on the curricular area(s) identified for improvement by evaluation results. At a minimum, this PIP team will include a building administrator, classroom teacher, Chapter 1 staff member, and the parent of a current Chapter 1 student. This team will observe the following steps in the development of the PIP: (1) diagnosing

training program outlined within this document consists of 36 hours of actual instruction with additional time allotted for participants to implement and to practice the training concepts on the job. Among the nine topics for principal development training--intended to be covered over an 18-month period to allow time for practice, reflection, and revision--are: (1) the effective schools movement; (2) characteristics of an effective principal; and (3) problem solving. To provide intensive assistance and the opportunity for supervised practice of key training concepts, trained consultants spend time in the schools with participating principals. A variety of training techniques are used by the consultants to teach the concepts. To be successful, the training concepts must be internalized with both the principal and the school; therefore, a nondirective approach is utilized with the principals, rather than a subjective, judgmental standard. (10 references) (KM)

ED 314 862 EA 021 584

Osborne, Willie D., Jr.
Development of Site-Based School Improvement in Oklahoma.
PUB DATE- Nov 89
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989). The applied matrix contains marginally legible type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrators; Elementary Secondary Education; Faculty Development; Improvement Programs; Inservice Education; *Leadership Training; Management Development; *Professional Development; *Professional Training
IDENTIFIERS- *Oklahoma

Now in the third year of operation, the Oklahoma Leadership in Educational Administration (LEAD) Project is implementing a professional development program for state educational administrators. The mission of the project is to develop and implement a research-based leadership skills training model to improve the effectiveness of practicing school administrators with preference given to beginning principals, women, and minority members. The strength of the Oklahoma LEAD Project lies in the

Problems; Test Interpretation; *Test Results; Test Validity
IDENTIFIERS- *New York

Testing and assessment have become extremely important components of the educational program. The purpose of this position paper is to provide factual and policy-related information that may be of use to school boards as they design or improve their districts' testing and assessment policies. It is the New York State policy that school boards should have a written testing policy. Current issues surrounding the use of standardized tests are as follows: (1) the impact on instruction of overreliance on standardized testing; (2) the psychological and social implications of overreliance on standardized testing; (3) misinterpretation of test results; (4) improving tests and testing; and (5) testing and assessment at the state and national levels. The booklet is prefaced by a summary of recommendations, and a sample testing program policy statement is appended. (41 references) (SI)

EC

ED 314 877 EC 221 049

Cummings, Alysa
Problem Solving. Philadelphia Inquirer Newspaper in Education Supplement.
Philadelphia Inquirer, PA. Newspaper in Education Program.
PUB DATE- 10 Apr 89
NOTE- 61p.; Original published on newsprint paper; document will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Abstract Reasoning; *Learning Strategies; *Newspapers; *Problem Solving
IDENTIFIERS- Newspaper in Education Program

The manual on problem solving was culled from a set of newspaper articles in the Philadelphia Inquirer. Each brief article typically suggests problem solving strategies and offers sample problems on lessons. Results suggest that the addition of captions to conventional television is an effective means of enhancing the sight vocabulary and comprehension skills of both learning-disabled and hearing-impaired students. Teachers effectively developed their own captioned lessons and were enthusiastic about their use in the teaching of a variety of reading skills. The appendices include sample researcher lessons, sample model lessons, and teacher evaluation forms. (JDD)

ED 314 892 EC 222 035

Sherman, Renee Z.; Sherman, Joel D.
Analysis of Demand for Decoders of Television Captioning for Deaf an
Hearing-Impaired Children and Adults.
Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jun 89
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistive Devices (for Disabled); *Captions; *Communication Aids (for Disabled); *Deafness; *Hearing Impairments; Incidence; Marketing; *Supply and Demand; *Television
IDENTIFIERS- Captioned Media; *Closed Captioned Television Decoders; Decoding (Communications); Subtitles (Television)

This market research report analyzed the published literature, the size of the deaf/severely hard-of-hearing population, factors that affect demand for closed-captioned television decoders, and the supply of decoders. The analysis found that the number of hearing-impaired people in the United States is between 16 and 21 million; hearing impairment is more prevalent with older and lower income people. The size of the market for decoders is considered to be approximately one million. Sales of decoders, about 208,000 from 1980 through 1988, were affected by the following factors: level of consumer knowledge, reliance on residual hearing and lipreading, cost, and influence of family members. The report concluded that various actions could influence decoder purchase and possibly expand the market for decoders, such as expanding the knowledge of decoders through a public awareness campaign and having the National Captioning Institute incorporate innovations in decoder

continuity of services needed to appropriately apply technology. The meeting sought to provide a forum for state-level review of issues in planning and providing technology-related assistance and strategies developed to respond to the need for information and services. This document provides synopses of two presentations, one on the goals, initiatives, and programs of the Office of Special Education Programs and the other on the state of current practice in educational technology use, given by Bea Birman and Linda Roberts, respectively. These are followed by summaries of presentations made by participants from 12 states, who described their experience-based service delivery strategies. The participants discussed five dimensions of service delivery: information services, training and technical assistance, assessment and evaluation, funding, and statewide planning. Each of these five dimensions has a section to itself, and each section opens with a list of issues that states must deal with. The final section lists relevant technology resources and five suggested readings. (JDD)

ED 314 906 EC 222 065

Semmler, Caryl J., Ed.
A Guide to Care and Management of Very Low Birth Weight Infants. A Team Approach.
REPORT NO.- ISBN-0-88450-415-8
PUB DATE- 89
NOTE- 291p.; Photographs will not reproduce well.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($29.95, Catalog No. 4158).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Birth Weight; Child Development; *Child Rearing; Cognitive Development; *Congenital Impairments; Developmental Disabilities; Early Intervention; *Evaluation Methods; Infants; *Interdisciplinary Approach; *Medical Services; Parent Child Relationship; Parent Participation; *Premature Infants; Questionnaires

The 14 articles, which make up the bulk of this book provide an interdisciplinary guide to the management of very low birth weight infants. Following an introduction, the first section, titled "Family Considerations," presents three papers discussing, respectively, parent-infant interaction, cultural variables in

Families. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 27 Apr 89

NOTE- 274p.; Some pages contain light, small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Congenital Impairments; *Developmental Disabilities; *Drug Abuse; Hearings; Infants; Mothers; Perinatal Influences; *Pregnancy; *Prenatal Influences; *Substance Abuse

IDENTIFIERS- Congress 101st

This hearing was called to develop a better understanding of the damage to women and their babies resulting from substance abuse during pregnancy. The hearing transcript addresses prevalence and trends, impacts on mothers and children, impacts on health care costs, impacts on the child welfare system, legal and health policy issues, intervention strategies, and policy recommendations. The document contains statements, letters, and supplemental materials from: (1) Congressional Representatives Thomas Bliley, Jr., Ronald Machtley, George Miller, Nancy Pelosi, Charles Rangel, and Curt Weldon; (2) nurses, doctors, child development specialists, health educators, hospital directors, and substance abuse specialists; (3) attorneys; and (4) a representative of the National Council of Juvenile and Family Court Judges. Included are the findings from a telephone survey of 14 public and 4 private hospitals in 15 cities, and article reprints from a newsletter and two medical journals. (JDD)

ED 314 921 EC 222 081

Hearing on Reauthorization of Discretionary Programs-EHA. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 4 Apr 89

NOTE- 250p.; Serial No. 101-11. The document contains many pages with

ED 314 934 FL 018 276

Young, D. J.
An Investigation of Students' Perspectives on Anxiety and Speaking.
PUB DATE- Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (San Antonio, TX, August 10-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; College Students; *Communication Apprehension; Higher Education; High Schools; High School Students; Questionnaires; *Second Language Learning; Spanish; *Speech Communication; *Student Attitudes; Teacher Behavior

A study investigated the types of in-class, speaking-oriented activities that second language learners find anxiety-producing and the types of instructor practices that students perceive as anxiety-reducing. A 4-page questionnaire was administered to 135 university-level students of intensive Spanish and 109 high school students in first- and second-year Spanish. Three high school and five college instructors, all considered exemplary teachers, participated in the study. In general, the results confirm previous research findings on language class anxiety. The following suggestions are made for reducing learner anxiety: (1) having students verbalize their fears about language learning, then writing them on the board; (2) using an anxiety graph to pinpoint the highest level of anxiety of a given interaction; (3) encouraging student journal writing; (4) for anxieties stemming from learner personality, providing supplemental instruction or a support group; (5) for anxieties stemming from classroom procedures, using more pair and group work, with activities tailored to the learners' affective needs; (6) playing language games with an emphasis on problem-solving; and (7) role-playing with preparatory activities to instill class rapport. (MSE)

IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines

A study examined dimensions of oral proficiency curriculum and testing (OP) in American colleges and universities for the purpose of appraising the implementability of educational policy derived from them. The framework used for this policy analysis looks at the system environment, demands and resources, the process that converts demands into public policy, the policies representing formal goals or intentions of foreign language educators and governance units, classroom implementation of OP, and outcomes. The report discusses each of the components listed above, based on available research and analyses, and presents the following suggestions: (1) successful implementation of the Foreign Service Institute (FSI)/American Council on the Teaching of Foreign Languages (ACTFL)/Educational Testing Service (ETS) oral proficiency guidelines depends on a large number of variables, many of which are uncontrollable; (2) the political nature of higher education may not support rational choices or achievement of targeted policy outcomes; (3) OP advocates may overlook individual institutional characteristics and availability of resources; (4) there may be unrealistic student achievement expectations; (5) elite institutions are more likely to be successful in implementation; (6) campus innovations may confound the universal value of the proficiency score; and (7) OP claims will continue to be questioned. (MSE)

ED 314 949 FL 018 303

Macero, Jeanette D., Ed.; And Others

Realizing the Dream. Selected Conference Proceedings of the Annual Meeting of the New York State Teachers of English as a Second Language (17th, Buffalo, New York, November 6-8, 1987).

New York State Teachers of English to Speakers of Other Languages, New York.

PUB DATE- 89

NOTE- 132p.; For individual papers, see FL 018 304-314.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Books (010)

DESCRIPTORS- Educational Assessment; *English (Second Language); Foreign Countries; Foreign Students; Haitians; Hispanic Americans; Holistic Approach; *Immigrants; Information Sources; Interviews; Learning Strategies; Needs Assessment; Questioning Techniques; Refugees; Second Language Instruction; Second Language Learning;

Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 98p.; For related documents, see CE 053 146-174. Small, light print may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Basic Skills; *Business Communication; Business Education; Clothing; Communication Skills; *Competency Based Education; *Fashion Industry; Hygiene; Integrated Curriculum; Mass Media; Mathematics Skills; Science Instruction; Secondary Education
IDENTIFIERS- *Fashion Models

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the business relations--media/modeling program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The seven units are: orientation; business relations; personal grooming; communications for media modeling; media; fashion director/model; and modeling. (KC)

number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the automotive and diesel engine rebuilding program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communications, math, and science skills covered. Also listed are the expected student outcomes. The 14 instructional units included are: orientation; shop practice; safety; fasteners; cooling system; fuel systems; measurement; engine systems; parts and organization; diesel injection fuel systems; manifolds; turbocharging and super-charging; engine overhaul; and dyno testing. (CML)

ED 314 575 CE 053 165

Brown, Desmond
Automotive Mechanics. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
Ocean County Vocational Technical School, Toms River, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- Jul 89
NOTE- 239p.; For related documents, see CE 053 146-174.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Basic Skills; Communication Skills; *Competency Based Education; Engines; Integrated Curriculum; Mathematics Skills; *Motor Vehicles; Science Instruction; Secondary Education; *Shop Curriculum; Skilled Occupations; Trade and Industrial Education

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and

ED 314 588 CE 053 894

Musgrove, Ann

Rehabilitation Prevocational Support Services. Program Outline.

Northwest Alabama Community Coll., Hamilton.

PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Computer Software; Course Content; Course Organization; *Developmental Studies Programs; Educational Resources; *Employment Potential; English Instruction; Individualized Instruction; Job Placement; *Job Skills; Literacy Education; Mathematics Instruction; Reading Instruction; *Vocational Education; Vocational Rehabilitation; Writing Instruction
IDENTIFIERS- 353 Project; Northwest Alabama Community College

This outline decribes the Rehabilitation Prevocational Support Service program at Northwest Community College (Alabama), designed to help prepare selected students for occupational training programs or job placement and to enhance their academic level. Students are assigned to individualized learning modules based on pretesting by a variety of testing instruments. Students in the individualized program of study take developmental English, developmental mathematics, functional skill training, job survival skills, work station vocational training, and assessment counseling and job placement support services. Students may repeat these courses as many as eight times. The report outlines the prevocational program. The vocational program offers basic courses in carpentry, welding, plumbing, electricity, small motors, masonry, cosmetology, electronics, and basic business education. The outline of the prevocational program includes course descriptions; course schedule; software available; resource books; resource kits; other resource materials; filmstrips; and course syllabus (includes course description, objectives, methods of instruction, methods of evaluation, and textbook required, class schedule/topics, bibliography, videos) for each course. (KC)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Computer Assisted Instruction; English (Second Language); Functional Literacy; *Government Employees; *Literacy Education; *Program Evaluation; Tutors; Videodisks; Videotape Recordings; Volunteers
IDENTIFIERS- Test of Adult Basic Education; *Workplace Literacy

This document describes a pilot adult literacy program called Project REACH (Reading, Education, Achievement), which was begun in 1987 in New York by the Governor's Office for Employee Relations (GOER) and the Civil Service Employees' Association (CSEA). Following an executive summary, an introduction sets the stage by explaining the need for the program, the concept of workplace literacy, the role of labor unions in the program, and the program's relationship to relevant research and professional literature. Chapter 3 gives an overview of the program. Chapter 4 describes the Volunteer Tutor Network, which is intended for employees who read below the eighth-grade level. Among the items discussed are recruitment strategies and student evaluation results. Chapter 5 explains PALS (Principle of the Alphabet Literacy System: Computer Interactive Training Labs), which use personal computers and videodisk players to teach employees who read below the sixth-grade level. Cost effectiveness information and evaluation findings are reported. Chapter 6 discusses the positive aspects of the program. Recommendations are offered in chapter 7, followed by an 18-item bibliography. The four appendices contain the Project REACH work plan, the SKILLS Profile, a checklist, the table of contents of the PALS teacher's manual, and a compilation of questionnaire responses concerning the People Reaching People component of the program. (CML)

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 89
NOTE- 249p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; *Clerical Occupations; Competency Based Education; *Course Content; Job Training; *Medical Assistants; Medical Services; Occupational Information; *Office Occupations Education; Postsecondary Education; Secondary Education; Student Evaluation; Technical Occupations; Test Items; Units of Study; Vocational Education
IDENTIFIERS- South Carolina

This V-TECS (Vocational-Technical Consortium of States) Guide is an extension or continuation of the V-TECS catalog for the occupation of medical assistant. The guide is designed to help South Carolina teachers to promote the art of learning while teaching subject matter. The guide addresses the three domains of learning: psychomotor, cognitive, and affective. This guide contains seven units of study that cover the following aspects of the medical assistant occupation: general office procedures, office management, accounting, government forms, insurance and other financial reports, laboratory procedures, sterilization and aseptic techniques, and clinical office procedures. Each unit contains several performance objectives, each including task, standard of performance of task, source of standard, conditions for performance of task, enabling objectives, resources, teaching activities, checklists, and criterion-referenced measures. Appendixes provide a task list and job titles; definitions of terms; equipment and tools list; and bibliography compiled by the South Carolina writing team. (KC)

ED 314 617 CE 053 976

West, Lynda L., Ed.
Functional Curriculum for Transition: A Resource Guide. Missouri LINC.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

I, II, and III. (CML)

ED 314 629 CE 053 988

Kearns, Donna; Williams-Graham, Jill
Basic Skills Instructor Manual. Missouri LINC.
Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Dept. of Special Education.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Jun 88
NOTE- 180p.; For related documents, see CE 053 979-990.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri-Columbia, Columbia, MO 65211 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Classroom Techniques; Counseling; *Disabilities; *Disadvantaged Youth; Educational Resources; Education Work Relationship; Exceptional Persons; Guidelines; Instructional Materials; Mainstreaming; Postsecondary Education; Program Development; Secondary Education; *Skill Development; Special Education; Student Records; *Teacher Role; Teaching Methods; Testing; Tutoring; *Vocational Education
IDENTIFIERS- Missouri

This guide was developed to define the role and responsibilities of basic skills instructors in Missouri. The manual contains basic information that should serve as a guide to basic skills instructors as they work with disadvantaged and handicapped students in vocational education programs. It attempts to identify the major concerns of basic skills instructors as determined by a needs survey completed in October 1987. The guide identifies six areas of responsibility for basic skills instructors: identification and assessment; teaching, tutoring, and testing; materials to use in basic skills programs; recordkeeping techniques; meetings and contacts; and counseling, transition, and employment. An overview of each area is followed by a list of questions that might arise along with answers to those questions. Additional resources are listed for each area in order to provide specific information and quick references. In addition, a section on postsecondary education includes information that may meet the this information for each area. Finally, the paper concludes with some recommendations for federal policy. (KC)

ED 314 642 CE 054 024

Raizen, Senta A.
Reforming Education for Work: A Cognitive Science Perspective.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 81p.
GRANT- V051A80004-88A
AVAILABLE FROM- National Center for Research in Vocational Education Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order No. MDS-024: $6.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Apprenticeships; Basic Skills; Cognitive Development; *Educational Improvement; *Educational Needs; *Education Work Relationship; Entry Workers; *Experiential Learning; *Learning Processes; Postsecondary Education; Problem Solving; Research Reports; School Business Relationship; School Effectiveness; Secondary Education; *Vocational Education
IDENTIFIERS- Workplace Literacy

Over the past decade, research by cognitive scientists has been building a clearer understanding of how people learn in school and out. A review of the various streams of cognitive research has implications for vocational education. Research has determined characteristics of effective workers and how people become effective workers. Some highlights of this research are that (1) the usual teaching of skill hierarchies is seldom effective in educating and training for work; (2) people build workplace expertise through the opportunity to participate, under the training of experts, in physical and intellectual tasks specific to a particular work setting; (3) the abstract thinking skills required in many technical jobs today are learned effectively through a combination of practice and explicit teaching in a meaningful context; and (4) impediments to providing the opportunity to participate in meaningful work experiences include the increasing emphasis on school-based, formal education, the insistence on sequential learning of skill hierarchies and general

ED 314 656 CG 022 188

Spradling, Vicky Y.; And Others
Conflict between Friends During Early Adolescence: Sources, Strategies, and Outcomes.
PUB DATE- Aug 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Adolescents; Cognitive Development; *Conflict; *Conflict Resolution; *Friendship; *Grade 6; Intermediate Grades; Interpersonal Competence; *Preadolescents; Self Esteem; *Sex Differences; Social Cognition; Social Development

Friendships of early adolescence are generally accepted as having special significance for psychological development. This study was conducted to examine the sources of conflict between friends during early adolescence; to assess the social-cognitive developmental level of early adolescents; and to explore the relationships among sources of friendship conflict, social-cognitive developmental level, and outcome measures of self-esteem, self-perceived social skills, and social competence. Data were obtained through structured interviews with 88 sixth-graders. A taxonomy of nine conflict categories was developed from spontaneous reports of friendship conflicts. The salience in early adolescence of 12 common sources of friendship conflicts suggested by the literature was assessed. Responses to two hypothetical social problem-solving dilemmas were coded for social-cognitive developmental level based on Selman's (1984) Interpersonal Negotiation Strategies Interview. The findings revealed gender differences: girls' friendships appeared to be more exclusive, committed, and concerned with issues of trust, intimacy, and aspects of the emotional connection than were friendships of boys. Boys' expressed friendship concerns seemed more focused on issues dealing with autonomy and individuality. Higher social-cognitive developmental levels were associated with higher self-perceived social skills and self-esteem. (NB)

NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Career Counseling; *Career Exploration; College Freshmen; Higher Education; Measurement Techniques; *Occupational Aspiration; Psychological Evaluation; Psychometrics; *Vocational Interests; *Vocational Maturity
IDENTIFIERS- *Vocational Identity

This study examined antecedents related to low vocational identity in college freshmen. College students (N=360) completed the 35-item Low Vocational Identity Antecedents Scale (LVIAS) developed for this study, the Vocational Identity Scale (VIS), and other measures. Based on results from this sample, a 15-item LVIAS was developed that discriminated students with extremely low vocational identity from students with average and above scores on the VIS. Students with extremely low vocational identity tended to identify with negative experiences with at least one teacher in high school, self- and parental perceptions of students' lack of maturity, a tense home atmosphere during the grade school years, strict and overprotective parents during grade school years, homemaker mothers, special attention to grades early in school career, students living in a highly populated environment during grade school years, family annual income of under $40,000, a lack of higher educational attainment among both parents, a lower evaluation of one's grade schools, parental pressure to excel in junior high schools, a tendency to enjoy studying, and the experience of a death in the immediate family. Students who identify with at least 7 of the 15 LVIAS life history events may be at risk of extremely low vocational identity. More sampling is needed to further assess the reliability and sensitivity of this instrument. (NB)

ED 314 672 CG 022 206

Everitt, John; Gfellner, Barbara
Older Adults' Needs and Resources in a Rural Community: The Share Our Services Project.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the

area of funding; and five miscellaneous recommendations. (ABL)

ED 314 687 CG 022 223

Matthias, Mary
Provisions of Anti-Drug Abuse Amendments Act of 1988 Relating to Drug Law Enforcement. Information Memorandum 89-1.
Wisconsin State Legislative Council, Madison.
PUB DATE- 12 Apr 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Criminal Law; *Drug Abuse; Drug Education; *Federal Legislation; *Illegal Drug Use; *Law Enforcement
IDENTIFIERS- Wisconsin

This document describes major provisions of the Anti-Drug Abuse Amendments Act of 1988, a federal law relating to enforcement of controlled substances laws which authorizes over two billion dollars for anti-drug activities. Provisions of the Act relating primarily to drug abuse education, prevention or treatment and regulation of the manufacture, distribution, import and export of controlled substances are not described in this document. These topics are discussed: (1) coordination of national drug policy; (2) state and local justice assistance grants, including the drug control and system improvement grant program, director's discretionary grants, and regional information sharing systems grant program; (3) drug user accountability, including eligibility for public housing, federal benefits, and drug-free workplace provisions; (4) transfer of forfeited property to state or local enforcement agencies; (5) money laundering; (6) new criminal penalties; (7) civil penalties for possession of personal use amounts of controlled substances; (8) experimental testing of criminal defendants and driver's license applicants; and (9) Federal Aviation Administration regulations and fines. (ABL)

ED 314 688 CG 022 224

ED 314 703 CG 022 240

Johnston, Mary Anne; Page, Stewart
Subject Age and Gender as Predictors of Life Stress, Attributional Style, and Personal Adjustment.
PUB DATE- Aug 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Adolescent Development; *Depression (Psychology); *Emotional Adjustment; Emotional Problems; Foreign Countries; *Self Concept Measures; Self Esteem; Sex Differences; Social Support Groups; Young Adults
IDENTIFIERS- Canada

This study was conducted to investigate whether women are in fact more depressed than comparable samples of men, as per the stereotype, and/or whether women could be seen as suffering from higher levels of related forms of maladjustment as compared to those of men. Male and female subjects (60 adolescents, 82 young adults, and 82 middle-aged persons) completed measures of attributional style, life event history, and social supports, as well as measures of present adjustment. Instrumentation included the Hopkins Symptom Checklist, Perlin Mastery Scale, Rosenberg Self-Esteem Scale, and Beck Depression Inventory. Depression and maladjustment generally were considerably greater among the adolescent subjects. However, when the age group of the subject was taken into account, results with such measures did not clearly support the stereotyped view of the "depressed female," nor the usefulness of the most common interpretations of maladjustment or depression, particularly as these might be applied to women. Some implications of such findings are discussed. Thirty-three references and three tables are attached. (Author/TE)

ED 314 704 CG 022 241

Page, Stewart

Reading Interests; Reading Research; Recreational Activities; *Recreational Reading
IDENTIFIERS- California (North); Reading Motivation

A study was conducted to draw attention to how sixth graders use their leisure time and to suggest some implications for reading and literacy instruction. Subjects were 723 sixth-grade students in six middle schools in Northern California. The sixth-graders completed the California Media and Library Educators Association Literature/Reading Survey for Library/Media Specialists and Teachers, an 82-item multiple choice survey. Results showed that although most subjects expressed an interest in reading, few of the interested readers spent their leisure time reading, regardless of the community and racial factors. The out-of-school activity ranked highest according to the survey is "watch TV" (10.14 frequency) while reading ranked fifth, with a frequency of 6.85. If educators want young adolescents to increase their leisure reading, then they must provide more opportunities for adolescents to participate in out-of-school activities that play a role in literacy development and advancement. Future research should assess the degree of media distraction, suggest ways to use media and nonprint material to influence literacy behavior, and suggest ways to make textbooks more interesting. (Two figures are included, and 18 references are attached.) (MG)

ED 314 720 CS 009 899

Rasinski, Timothy V.
Holistic Approaches to the Remediation of Difficulties in Reading Fluency.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Reading Difficulties; *Reading Strategies; *Remedial Reading; Teaching Methods; *Whole Language Approach
IDENTIFIERS- Neurological Impress Method; *Reading Fluency; Repeated Readings

Holistic approaches to remedial reading can be effective in promoting the reading growth of poor readers. Learning to read is most effective when it occurs in a context of functional and constraints, boredom, or lack of knowledge on the teacher's part any longer. A method which can be utilized is an adaption of "Scratch, Scribble and Scribe" which is based on the Keep It Super Simple (KISS) principle. The method involves displaying the chosen vocabulary words on a large paper and then giving several quick tests throughout the week whenever there are a few minutes to spare. The tests are taken on scrap paper and graded by the students and then thrown away. This provides extra practice for the students throughout the week before the final test on Friday. This method requires little time and effort and is certainly better than ignoring the need to strengthen students' spelling abilities. (MG)

ED 314 734 CS 009 913

Lloyd, Carol V.
How Ideas Are Elaborated in One Topic across Three Biology Textbooks.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Biology; *Content Area Reading; High Schools; *Science Instruction; Scientific Concepts; *Textbook Content; *Textbook Evaluation; Textbook Research
IDENTIFIERS- Concept Identification; *Concepts in Science; Conceptual Analysis; *Elaboration; Ideas; Text Factors

A study examined text-based scientific concepts and described how those concepts were elaborated in three high school biology textbooks. The three textbooks were aimed at different student audiences: non-college bound students, special education students, and high school students at all levels. A concept analysis was established for each text, and then the extent to which the concepts were elaborated was determined. Results indicated that the textbook designed for the least able students presented the least amount of information. Results also indicated that the other texts presented similar amounts of information and elaborated many of the concepts, but to different degrees. (Three figures and two tables of data are included; 40 references are attached.) (RS)

shared information forming the basis for the interpretation was attributional, relational, or both. In the first experiment, 10 five-year-olds, 10 nine-year-olds, and 10 college students enrolled in psychology classes, produced interpretations of the three types of metaphors. The attributionality and relationality of their interpretations were scored by independent judges. In the second experiment, 36 adult undergraduates, 18 four-year-olds, and 18 seven-year-olds chose which of two interpretations (relational or attributional) of metaphor they preferred. In both experiments, results indicated that relational responding increased significantly with age, but attributional responding did not. Findings suggest a developmental shift toward a focus on relational structure in metaphor interpretation. (Three tables of data, three figures, and five footnotes are included; 39 references are attached.) (RS)

ED 314 748 CS 212 186

Dunn, Audrey D.
An Intensive Twelve Week Expository Writing Course for Below Average Seniors.
PUB DATE- Apr 84
NOTE- 80p.; M.S. Practicum, Nova University. Appendixes present numerous legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Bound Students; College Preparation; Course Descriptions; *Expository Writing; Grade 12; High Schools; *High School Seniors; Mass Media; Writing Across the Curriculum; *Writing Improvement; *Writing Instruction; Writing Research; Writing Skills
IDENTIFIERS- Florida; Media Education; Writing Attitudes

A study examined the effects of a comprehensive writing program for average and slightly below average high school students on student writing achievement and attitudes. The program aimed to provide remedial instruction to improve writing skills, since 89% of the school's upper middle class population matriculate in some sort of college degree program upon completion of high school. The program, which was taught over a twelve-week period in two Mass Media courses for 50 high school seniors, was divided into two segments: six weeks on paragraph development, with emphasis on organization, content, and mechanics; and six weeks on outlining and organizing experienced writers with its discussion of procedures for writing various types of theses, its thorough presentation of bibliographical forms and principles of documentation, and its comprehensive treatment of the conventions for presenting the results of research. The manual contains an index which allows the reader to locate particular subjects quickly and easily; a glossary which provides explanations of abbreviations; and appendixes which include Latin abbreviations, the bibliographical format specified by the American Psychological Association, and a glossary. (KEH)

ED 314 762 CS 212 205

Beidler, Peter G., Ed.
Teaching American Literature in China: Panel Discussion at Sichuan University (Chegdu, China, April 1988).
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Awareness; Cultural Differences; *Discussion (Teaching Technique); Foreign Countries; Higher Education; International Cooperation; Lecture Method; *Literature Appreciation; *United States Literature
IDENTIFIERS- *China; Fulbright Exchange Program; Personal Experiences

Designed to be of interest to anyone concerned with the study of American literature in China or anyone contemplating teaching there, this paper is an edited version of the taped transcript of a panel discussion among five Fulbright professors of American literature and American studies i China. The paper begins with brief, focused introductory comments by each of the five professors on some aspects of his experience of teaching American literature in China: Topics are as follows: (1) Selecting American Works for Study in China; (2) The Discussion Method; (3) Lecturing; (4) Critical Thinking; and (5) Creativity in the Literature Classroom. Following these introductory comments, the the transcript of the panel discussion, which includes remarks and questions from the audience, is presented. (SR)

Keyton, Joann; Springston, Jeff
Redefining Group Cohesiveness and Effectiveness: Replicating and Extending within New Perspectives.
PUB DATE- Nov 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November, 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Group Behavior; Group Dynamics; Group Experience; *Group Unity; Higher Education; *Interpersonal Communication; *Research Methodology; Undergraduate Students
IDENTIFIERS- Group Characteristics; *Group Cohesion; SYMLOG Coding System

A study examining small group performance replicated and extended a previous study by L. Kelly and R. L. Duran to reanalyze their operationalization of cohesiveness. To test the hypotheses of the original study and to explore questions about using the polarization index as an indication of group cohesiveness, the study used a large number of groups, an additional formula for calculating polarization intensity, two additional measures of group cohesiveness, and an additional evaluation of group output as a measure of group effectiveness. Subjects were students (N=248) enrolled in a multi-section course in small group communications at a large midwestern university. Subjects self-selected themselves into groups of no less than three and no more than seven and participated in five hours of introductory interaction. After this, they were asked to develop and present two exercises on group communication topics. Results revealed that neither polarization nor unification is an adequate measure of group cohesion and that a factor other than cohesiveness accounts for group effectiveness. Findings suggest that group effectiveness is more dependent upon feelings of satisfaction than on feelings of cohesiveness. Continued investigations into individual members of the work group and their definitions of group and personal effectiveness appear to be called for. (Eight tables of data are included; 22 references are attached.) (KEH)

index so that instruments can be easily located. (SR)

ED 314 790 CS 507 010

Smith, Michael

Meetings of the (Peaceful) Minds: A Survey of Convention Opportunities for Peace Communication Researchers.

PUB DATE- Nov 89

NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Communication Research; Conferences; Meetings; *Peace; Professional Development; *Speech Communication

IDENTIFIERS- Consortium Peace Research Educ and Development; Peace Education; Peace Studies; Professional Concerns

A study was conducted to ascertain what speech communication convention outlets might be available to peace communication researchers. Seven issues of the Consortium for Peace Research Education and Development's (COPRED) "Peace Chronicle," a publication which offers one of the more comprehensive listings of conventions, events, and other peace resources available, were examined. Information was classified according to the following schema: communication related, educational training and peace studies, dispute resolution and mediation, personal and professional development, activism, talks and exhibits, science, international, and unrelated or unclear. The most frequently occurring conferences were those dealing with dispute resolution, peace studies, science, and international. Results indicated that very few outlets exist specifically for "peace communication" research. But the field is fertile for sharing research and expertise with professionals from other fields. The study did not consider the role of the regional speech communication conventions, yet the evidence shows that these conventions, too, offer peace communication conference opportunities. (Two tables of data are included.) (MG)

half-hour episodes were obtained, yielding 41 programs or 29 total hours of televised interaction. Programs were classified as either drama, situation comedy, or night time soap. Primary characters were involved in a total of 255 conflict situations across 41 episodes of prime time television. Situations involving jealousy, envy, or rivalry were less frequent than conflict, yet still common with a total of 88 instances of these predicaments depicted. Results indicated that family conflict and the expression of jealousy are quite common in prime time television relationships and predominantly depicted in a prosocial manner across situation comedies, family dramas, and night time soaps. Gender differences were prevalent within the televised interaction patterns. Results suggest that television portrayal of conflictual interaction presents a mixed bag of potential effects. While a prosocial model for mothers and wives responding to their husbands is presented, siblings, wives initiating conflict, and husbands in general are depicted as using antisocial styles of conflictual interaction. With regard to the portrayal of jealousy, envy, and rivalry, findings indicated that a romantic involvement is the greatest threat to the jealous person; envy was most often over another's relationship; and rivalry most frequently occurred to obtain a "person". (Four tables of data are included and 52 references are attached.) (MG)

ED 314 805 CS 507 032

Carbone, Ralph E.
Forensics: Our Contribution to Education. The Art of Persuasion: Beautiful and Just; Papers in Honor of Raymond Yeager.
PUB DATE- Nov 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Cooperation; Credibility; Critical Thinking; *Goal Orientation; Higher Education; Motivation Techniques; *Persuasive Discourse; *Professional Recognition; *Rol Models; Speech Communication
IDENTIFIERS- Debate Coaches; Debate Tournaments
Raymond Yeager, director of forensics and professor of speech at

A survey of decentralization efforts of the central administrative boards in Sweden shows that over the past half-century, very little happened until the 1980s. As a result, administrative boards acquired fewer regulatory and more informative, activating, and investigative duties. This paper describes the relationships of three national administrative boards, viz. the National Board of Education (NBE), the National Board of Health and Welfare, and the National Board of Education (NBE), the National Board of Health and Welfare, and the National Board of Universities and Colleges with the Government and the Rikdag. All three have comprehensive national statistics at their disposal and have undertaken various types of audits and programs of evaluation but a good deal remains to be developed. It is observable that central national administration has become more monolithic, a departure from the traditional binary system in which ministries are clearly segregated from administrative boards. The close cooperation established between the Ministry of Education and the NBE corroborates this conclusion. A high level of conflict exists within the NBE Directorate, but this is probably due to the implementation process, and the "common property" character of school affairs. (SI)

ED 314 820 EA 021 304

Lewis, Anne
Restructuring America's Schools.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-87652-145-6
PUB DATE- 89
NOTE- 250p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9900 (Stock No. 021-00269; $15.95 plus $3.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Attitudes; Change Strategies; *Curriculum Design; *Educational Change; Educational Development; Educational Finance; Educational Improvement; Educational Needs; Elementary Secondary Education; *Federal State Relationship; High Risk Students; Instructional Design; *School Based Management; *School Restructuring; Teacher Certification

and incomplete data. For educational policymaking and planning, data on educational costs, quantities, prices, and norms, as well as socioeconomic data, are required. The obvious cost of managing a database of educational costs is likely to be more than compensated for by the gain of better-informed decisions. (132 references) (KM)

ED 314 834 EA 021 522

Montero-Sieburth, Martha
Classroom Management: Instructional Strategies and the Allocation of Learning Resources. BRIDGES Research Report Series, No. 4.
Harvard Univ., Cambridge, MA. Inst. for International Development.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- Apr 89
NOTE- 39p.; The Basic Research and Implementation in Developing Education Systems Project (BRIDGES) is directed by the Harvard Institute for International Development and the Harvard Graduate School of Education.
CONTRACT- DDP-5824-A-5076
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; Change Strategies; *Classroom Techniques; *Developing Nations; Elementary Education; Foreign Countries; Human Capital; Incentives; Instructional Improvement; *Instructional Innovation; Motivation; Recognition (Achievement); *Resource Allocation; *Teaching Methods

Due to limited resources in developing countries, finding the most effective means to achieve educational goals demands finding alternatives with the lowest possible costs. Classroom management attempts to use the human and material resources already present to improve both the quality and the quantity of learning through time-on-task. The relevance of classroom management, which emphasizes teaching in relation to management and uses instructional materials and teacher-managed time to promote learning, in developing nations is examined within this document. Specifically, the literature reviewed indicates that: (1) for learning to occur, stable teacher and student attendance patterns--established through incentives, recognition, and goal achievement--must exist; (2) it is the teacher as a classroom manager who has the greatest influence on learning; and (3) the use program and learning needs; (2) setting the goals for change; (3) selecting strategies and tactics for change; and (4) evaluating the change process and outcomes. Format options for Chapter 1 Program Improvement Planning are appended. (SI)

ED 314 849 EA 021 544

Wilson, Joan B.
Perestroika's Impact on Educational Policy Formulation, 1984-89: USSR National Priorities Influence School Reform.
PUB DATE- Mar 89
NOTE- 64p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Cambridge, MA, March 31-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Decentralization; Early Childhood Education; *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Policy Formation; Public Education; Teacher Role; Vocational Education
IDENTIFIERS- *Educational Restructuring; *USSR

Sweeping political, economic and social reforms in the USSR have affected educational policy making. Of the many important steps taken within the last 5 years to recast educational matters, at least three merit serious consideration, and these are described and analyzed in this paper. The first, the adoption of Fundamental Directions of General Education and Vocational School Reform (1984), set in motion four important goals: (1) the entrance of six year olds into the primary school; (2) the incorporation of a universal vocational educational core in the general education program; (3) the strengthening of the role of the teacher; and (4) the reorganization and decentralization of school administration. The second aspect, dubbed the Pedagogy of Cooperation, identifies the sporadic but intense effort to change classroom instructional strategies, away from the authoritarianism of the past and toward learning as collaboration between teacher and pupil. The third aspect highlights the debates of the All-Union Congress of Workers in Public Education (December 1988), an event that exemplied the spirit of glasnost (openness) and set a precedent for public professional debate in the Soviet Union. (77 references) (SI) involvement of practitioners in the design of materials for use by peers, and in the establishment of close working relationships with several groups in the state who deal with administrative preparation, certification, and professional development. The Oklahoma project is structured to provide support to practitioners working to implement the Oklahoma Minimum Criteria for Effective Teaching and Administrative Performance. A total of seven Instructional Modules have been designed to aid implementation, including the "Site-Based School Improvement" Module, which provides hands-on training in cooperative processing, collaborative planning, profiling, change and climate, and development of a site plan. A total of 45 people from 12 school districts, representing 43 school sites, were trained as "trainers" in the initial round of LEAD Project training. A second round of training conducted by the "trainers" has now begun. (KM)

ED 314 863 EA 021 585

Hall, Gene E.; Mani, M. N. G.
Entry Strategies of First-Time High School Principals.
PUB DATE- Apr 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Research/Technical (143)
DESCRIPTORS- Administrative Change; *Administrator Role; *Entry Workers; High Schools; Organizational Change; *Principals; School Administration; School Supervision
IDENTIFIERS- *Beginning Principals

To determine the first things that a new principal does during the first few months on the job, an intensive case study was conducted of 12 first-time high school principals in Florida, Virginia, Missouri, and Colorado. Each beginning principal was assigned a research team member who conducted on-site visits, reviewed documentation regarding the new principal's entire first year, and made debriefing interviews by telephone every 2 to 3 weeks. Further, questionnaires were mailed to beginning principals in 15 states to obtain additional information. Analyses of data collected indicated that: (1) most principals emphasized developing a positive school climate; (2) induction programs for new principals which to test one's skill. Articles are organized into the categories of input, process, and output. The input section offers ideas about analysis, information, and relevance in examining problems. The process section offers specific strategies, suggests graphic organizers, and encourages creative invention and improvement. The section on output covers judgments and setting standards. Answers to selected problems are provided at the end. (DB

ED 314 878 EC 222 012

McLaughlin, Margaret J.; Owings, Maria F.
The Use of Extant National Data Bases To Study the Relationships among States' Socioeconomic Features and Special Education Implementation.
PUB DATE- Mar 89
NOTE- 144p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Figures 1-9 are illegible due to small, blurred print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Databases; Data Collection; *Disabilities; Educational Legislation; Elementary Secondary Education; *Federal Programs; Preschool Education; *Program Implementation; Research Methodology *Research Tools; *Socioeconomic Influences; State Programs; Statistical Data
IDENTIFIERS- Education for All Handicapped Children Act

Preliminary findings of this research effort provide support for the hypothesis that existing databases maintained by federal agencies for administrative or monitoring purposes can serve as useful data sources in special education policy research. The research explored the relationships among a number of state-level special education, fiscal, and demographic variables using existing national data from governmental and private sources. Data sources included the "Annual Report to Congress on the Implementation of Public Law 94-142," the National Center for Education Statistics, the Census Bureau, the Bureau of Economic Analysis, the National Education Association, and the Office of Special Education Programs. Data were compiled for three points in time: 1976-77, the first year that data were reported on the implementation of Public Law 94-142; 1980-81, a midpoint in the implementation process; and 1983-84, the most recent data available when the research project

technology. Various government agencies are encouraged to undertake additional research on degree of hearing loss and on the use of closed-captioned decoders as instructional tools for the hearing impaired, learning disabled, people with limited English speaking ability, and the adult beginning reader. (JDD)

ED 314 893 EC 222 036

Stewart, David A.; And Others
Consistent Linguistic Input in the Signing Behavior of Teachers: Modified Signed English. Occasional Paper No. 127.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC
PUB DATE- Jul 89
NOTE- 114p.
GRANT- G008730145
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($11.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *American Sign Language; *Communication Skills; *Deafness; Demonstration Programs; Elementary Secondary Education; Finger Spelling; Hearing Impairments; *Inservice Teacher Education; Lesson Plans; Special Classes; *Total Communication
IDENTIFIERS- *Signed English

The paper addresses problems teachers of the severely hearing impaired have in being bimodal (speech plus signs) English role models as well as in using American Sign Language. The project described in this paper centers around inservice training and in-class demonstrations of the use of a modified form of Signed English to provide a visual presentation of English as the primary language of the classroom. The typical signing behavior of teachers in total communication programs is illustrated through examples from a videotape. The major portion of the document consists of appendixes which serve as a manual for implementing a similar approach. Appendix A lists the 12 general goals of the Total Communication Project. Appendix B presents eight inservice lesson plans concerned with: (1) sign markers, affixes, and contractions;

pediatric care, and parents' responses to children's problems. The six papers in section 2, "Medical and Development Management Concerns," address the changing perspective on early intervention, intracranial hemorrhage, positioning and position-induced deformities, low birth-weight follow-up at Children's Medical Center, Dallas, Texas, nutrition and feeding screening, and instructions for several feeding techniques. The first of five articles in the third section, "Developmental Assessment and Outcome" presents an introduction to measurement concepts and standardized testing; the remaining papers deal with cognitive/language development, neuromotor development, early childhood intervention, and the "legislative arena." This section also contains a general summary of the contents of the guide. Appendices offer information on car seat support, a maternal support system scale, a feeding questionnaire, a list of organizational resources, and administrative forms. Most of the articles include lists of references. (PB)

ED 314 907 EC 222 066

Witt, Beth
Enable: Developing Instructional Language Skills.
REPORT NO.- ISBN-0-88450-308-9
PUB DATE- 89
NOTE- 275p.
AVAILABLE FROM- Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tucson, AZ 85733 ($69.00, Catalog No. 7476. Price includes manual; 136 illustrations/cutouts; 2 doll figures; colorforms; illustrated house interior and exterior and storage box).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Intervention; *Language Handicaps; *Listening Comprehension; Listening Skills; Preschool Education; Primary Education; Student Evaluation; *Teaching Methods

The program presented in this manual provides a structure and activities for systematic development of effective listening comprehension in typical and atypical children. The complete ENABLE kit comes with pictures, cut-outs, and puppets to illustrate the directives, questions, and narrative activities. The manual includes an organizational and informational overview, assessment

small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Hearings; Preschool Education; *Program Effectiveness; *Program Improvement
IDENTIFIERS- Congress 101st; *Discretionary Programs; *Education for All Handicapped Children Act; Reauthorization Legislation

The Discretionary Programs, Parts C through G of Public Law 94-142, the Education for All Handicapped Children Act, provide a framework for meeting the unique educational needs of children with disabilities. At this hearing, representatives of disability organizations provided information concerning program effectiveness and program impact on the provision of a free appropriate public education to children with disabilities, and offered recommendations for program improvement. Following an introductory statement by Representative Major Owens is the hearing transcript which contains prepared statements, letters, and supplemental materials from organizations including the following: American Foundation for the Blind, Association for Children and Adults with Learning Disabilities, Association for Retarded Citizens of the United States, Council for Exceptional Children, Council of Organizational Representatives, Curry School of Education of the University of Virginia, National Association of School Psychologists, National Coalition of Deaf-Blindness, National Mental Health and Special Education Coalition, New York State Head Injury Association, United Cerebral Palsy Associations, United Cerebral Palsy of Vermont, Virginia Commonwealth University's Division of Educational Services, and WGBH Educational Foundation. (JDD)

ED 314 922 EC 222 082

Craney, Thomas J.
A Neuropsychological Consultation Model Designed To Foster Wholebrain and Cognitive Style-Responsive Instruction for "At Risk" Elementary School Students.
PUB DATE- 89

ED 314 935 FL 018 277

de Jongh, Elena M.
Court Interpreting: The Anatomy of a Profession.
PUB DATE- Aug 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (San Antonio, TX, August 10-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; *Courts; *Interpreters; *Job Skills; Language Processing; *Language Skills; *Professional Occupations; Translation
IDENTIFIERS- *Court Interpreters Act 1978

For both translators and interpreters, language proficiency is only the starting point for professional work. The equivalence of both meaning and style are necessary for faithful translation. The legal interpreter or translator must understand the complex characteristics and style of legal language. Court interpreting is a relatively young profession, recognized as a specialization only since the passage of the Court Interpreters Act of 1978. Many still erroneously equate bilingualism with the ability to interpret. The profession requires specific language and memory skills. There are different modes of interpreting: simultaneous, consecutive, summary, and sight translation. The use of each is contingent on the situation, facilities, number of persons needing the service, and availability of equipment. The Court Interpreters Act provides for interpretive services in all criminal and civil actions in the federal district courts where the United States is plaintiff. Because it does not provide for preservation of the original foreign language testimony or off-the-record interpretation, the use of qualified, certified interpreters is essential to a true and accurate interpretation. The Court Interpreters Act establishes minimum competence levels and, with the resulting certification examination, has made educators aware of the level of expertise necessary for effective court interpreting and has helped professionalize the field of court interpreting. (MSE)

Student Attitudes; Student Evaluation; Teacher Attitudes; Teaching Methods; Writing Instruction
IDENTIFIERS- Canada; China; Content Area Teaching

Selected papers presented at a conference on the contributions of and to the new immigrants in North America include: "Realizing the Dream" (Len Fox); "From Gattegno to Freire: Musings on a Decade Gone By" (James A. Lydon); "The New Immigrants" (Doris W. Koo); "Haitian Immigrants in the U.S.: Migration and Identity" (Georges Fouron); "Northern Horizons: Latinas in the New Immigration" (Virginia Sanchez Korrol); "The Teaching of Writing: Toward a Pedagogy of Questions" (Vivian Zamel); "What Are We Rating When We Rate Holistically?" (Mark S. Patkowski); "An ESL Needs Assessment: Chinese Students at a Canadian University" (Yilin Sun); "Adaptive Instruction and Second Language Learning: The Dilemma" (Nancy Tumposky); "Interviews with Students and Colleagues: What Can We Learn?" (Elaine Brooks); "Cognitive Strategies for Integrating ESL and Content Area Instruction" (Carol Numrich); and "Realizing the Dream: A Bibliographic Essay" (Patricia Forton). (MSE)

ED 314 950 FL 018 304

Lydon, James A.
From Gattegno to Freire: Musings on a Decade Gone By.
PUB DATE- 89
NOTE- 12p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Trends; *English (Second Language); *Learning Processes; Second Language Instruction; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Chomsky (Noam); Freire (Paulo); Gattegno (Caleb); Krashen (Stephen)

For language teaching, the early 1970s marked a break from the behaviorist hold of audio-lingualism and a new perspective derived from cognitive code psychology and Chomskian linguistics swept the profession. The wave of methods born of this perspective predominated for a decade. In general, the 1980s have had less to offer language teachers in terms of quick fixes. The 1980s have been characterized by shifts in the ways of viewing language teaching and learning, most notably Krashen's input hypothesis and

vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. Most pages in the document are tables that describe the relationship of vocational skills to basic skills within the automotive mechanics program. These pages are organized by instructional unit and the topics within them. For each topic and associated task(s) are listed the theories and the communication, math, and science skills covered. Also listed are the expected student outcomes. The 20 instructional units included are: career orientation; fasteners; measurement; safety; tires; lubrication; cooling system; battery service; electrical systems; starting systems; charging systems; brake systems; suspension systems; wheel alignment; fuel systems; emission controls; drive trains; engine systems; tune-up; and air conditioning. (CML)

PUB DATE- 89
NOTE- 100p.
AVAILABLE FROM- Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; *Curriculum Development; *Educational Resources; *Education Work Relationship; Functional Literacy; Functional Reading; High Schools; Mainstreaming; *Skill Development; Special Education; *Special Needs Students; Teaching Methods
IDENTIFIERS- *Functional Curriculum

This guide is designed to provide secondary teachers and administrators with the information necessary to adapt or develop a functional curriculum for children and youth who display academic difficulties. (A functional curriculum teaches functional skills in the most appropriate setting for specific skill acquisition.) It provides suggestions of methods to teach students with special needs. An overview of functional curriculum is provided within this guide. In addition, specific details of its components and suggestions on how to develop a functional curriculum are included. The guide can also be used as a reference to educational programs that may already be functional in nature. Extensive appendixes include: guidelines for establishment of priorities among skill areas; instructional materials review; parent/guardian transition questionnaire; parent questionnaire; home leisure activities survey; peer recreation/leisure activities survey; needs assessment for transitional planning from school to community; job analysis form; job bank; student job match form; sample individualized education plan; sample individualized vocational education plan; a list of publishers with addresses; and a list of 65 references. (KC) needs of that population. A glossary and list of 13 references conclude the manual. (KC) reasoning skills without application to practice, and the increasing complexity of jobs, which makes craft-style apprenticeship ineffective. To improve education for work, vocational education needs to integrate learning of basic skills with learning of specific work setting skills, to provide education for work in replications of work situations, and to recognize the relationship between healthy families, schools that educate, and productive workplaces. Over 100 references are cited and a list of 20 researchers consulted is appended. (KC)

Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Foster Care; Caregivers; Foreign Countries; *Needs Assessment; *Older Adults; Personal Care Homes; *Program Development; *Rural Areas; Volunteers
IDENTIFIERS- Manitoba

The "Share Our Services" program was established in Killarney (Manitoba), to Streamline existing volunteer services, to develop new services, and to collaborate with formal services to meet the needs of older and infirm adults living in the community. A sample of 212 older adults were interviewed in their homes concerning their housing, home-related activities, formal and informal supports, perceived needs, residential options, and preferences. Results indicated that although these small town elderly residents had substantial informal supports and used the formal services which were available, considerable input would be utilized in terms of home maintenance and management of daily activities and routines. The "Share Our Services" program is discussed as voluntary service support or as a complement to the delivery of formal services already available to the community. (TE)

Russell, Pam; Salm, Don
Legislation on Juvenile Justice Issues. Wisconsin Legislative Council Report No. 11 to the 1989 Legislature.
Wisconsin State Legislative Council, Madison.
REPORT NO.- RL-89-11
PUB DATE- 18 Sep 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Correctional Institutions; Education; Intervention; *Juvenile Justice; *State Legislation
IDENTIFIERS- *Wisconsin

This document discusses Wisconsin state legislation on juvenile justice issues. In part I key provisions of these six bills are briefly described: (1) 1989 Assembly Bill 501, relating to a study of the use of small, secure juvenile facilities and youthful offender facilities; (2) 1989 Assembly Bill 502, relating to an early intervention program for high risk youths; (3) 1989 Assembly Bill 503, relating to a study of minimum education requirements at secured correctional facilities and child caring institutions; (4) 1989 Assembly Bill 504, relating to education transition programs for juvenile offenders; (5) 1989 Assembly Bill 505, relating to an intensive aftercare pilot program; and (6) 1989 Assembly Bill 538, relating to requiring aftercare plans and use of administrative procedures for revocation of aftercare. Committee activity in the areas of assignment, meetings, committee votes, council vote, and staff materials are summarized in part II. The background of each of the six bills is discussed and the requirements of the bills themselves are described in detail in part III. The appendix lists committee materials relating to staff memos and background material on the juvenile justice issues. (ABL)

Renting Rooms in Three Canadian Cities: Accepting and Rejecting the AIDS Patient.
PUB DATE- Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Attitude Measures; Comparative Analysis; Foreign Countries; Housing; *Landlords; *Negative Attitudes; Public Opinion; Social Attitudes; *Social Bias; *Social Discrimination; Stereotypes
IDENTIFIERS- Canada

Following methods previously developed, this study investigated the social stigma associated with Acquired Immunodeficiency Syndrome (AIDS) by placing 90 telephone calls to landlords advertising rooms for rent in each of three Canadian cities: Windsor, Toronto, and Halifax. Compared to control conditions, calls ostensibly from AIDS patients were likely to elicit negative responses as to the availability of the advertised room. Results provided an initial examination of the public's attitude toward conditions such as AIDS. Results were compared with those of previous studies investigating stigmatization of the mentally ill, in which the competing themes of acceptance and rejection were also found. Results were discussed in the context of strategies for measurement of attitudes toward minority or stigmatized groups. Twenty-one references are included. (Author) meaningful literacy activity. In order to create such a context students need to be engaged with real texts in a search for meaning. Repeated readings, taped readings, the Neurological Impress Method, and phrase-cued texts help readers deal with real texts. Each of these approaches, and variations and combinations that can be developed by creative and insightful teachers, offer remedial teachers proven techniques for developing fluency in holistic and meaningful ways. (Twenty-one references are attached.) (RS) two five-paragraph essays. All writing related to the course curriculum and mainly involved a multi-media approach. Pretests and posttests showed statistically significant differences from one test to the other. (Thirty-two notes are included and 38 references are attached, as well as 32 appendixes, containing teaching and evaluation materials and tables of data.) (SR)

Bowling Green State University, has reflected the best qualties which forensics as a discipline has contributed to education. As teacher and debate coach, Raymond Yeager believed that only through the rigors of competition would his students be able to acquire and develop the skills of analysis, research, organization, and presentation that would serve them in their later lives. Yeager maintained that it was the pursuit rather than the achievement of excellence that mattered most and that such an emphasis would not only permit more students to feel good about themselves and to appreciate the accomplishments of others, but also would lead them to greater achievement. As mentor and doctoral advisor, Raymond Yeager instructed students how to be understanding and to treat others in a kind and humane way, and how to accomplish what they really sought to do. (KEH)

In 11 chapters, this book objectively looks at school restructuring on the basis of prominent reports on education; materials submitted by local schools and school systems; results from the AASA (American Association of School Administrators) survey; and interviews with local school leaders, prominent reformers, as well as several state and national organization representatives. Chapter 1 defines "restructuring." Chapter 2 examines restructuring within the context of current educational reform literature. Chapter 3 furnishes the philosophical bases of restructuring. Chapter 4 articulates teachers' views toward restructuring. Chapter 5 discusses the role of the business community in the effort to restructure U.S. public education. Chapter 6 describes the role of university involvement in school restructuring. State policies regarding major educational reforms--the subject of Chapter 7--have experienced a restructuring of their own, as they have evolved from proscriptive measures to those that enable school-site change. A discussion of the complexities and impact of school restructuring on school districts is the focus of chapter 8. Chapter 9 centers on the decisionmaking process in the restructuring effort. Chapters 10 and 11 discuss coping with change once restructuring takes place; suggest that the changed work environment requires new ways and means for leaders, supervisors, teaching staff, and students to perform effectively in new surroundings; and offer change strategies to assist school personnel to adapt to restructuring efforts. (JAM) of classroom time and instructional materials depends on the teacher's ability to organize, pace, monitor, and provide feedback to students. Instructional strategies and the allocation of learning resources present challenging tasks for the educational attainment of developing countries. Classroom management strengthens the teacher's knowledge of his or her role; by becoming more aware of this role and of the interactive aspects of the teaching-learning process, teachers can enhance students' ability to learn. (191 references) (KM) are needed; and (3) most principals focused heavily on academics from the beginning. The study was designed on the assumption that most principals take over their positions during the summer and thus are present for the new school year's beginning; however, in the search to identify first-time high school principals, it became clear that a large proportion begin their duties in January. The next step in research should be to compare midyear and summer start times. Additionally, a comparison of more and less successful entries, and an examination of gender differences would be enlightening. (13 references) (RM) commenced. Data gathered included handicap identification rates; integration rates; per pupil expenditures; per capita personal income; percent of total educational revenue obtained from federal (but not special education) sources; percent of nonfederal educational revenue obtained from state sources; and percent of school-aged children living in rural areas, having minority status, or living in poverty. Nine figures and 43 tables of statistical data support the project findings. (JDD)

(2) facial expressions and body language; (3) body and gaze shifting; (4) fingerspelling; (5) classifiers; (6) locatives; (7) indexic referencing and localization; and (8) directionality. Appendix C provides a glossary of affixes and sign markers while Appendix D does the same with contractions. The final appendix lists 19 resources with descriptive abstracts. (DB)

information, and two levels of unit-organized activities and narratives for the development of listening comprehension. ENABLE I is appropriate for children with chronological, language, and/or cognitive ages of 1-3 years, while ENABLE II serves children aged 3-6. ENABLE I presents activities for development of basic directive responses and typical question-responses expected of children from 1-3 years. ENABLE II includes compound and complex directives, and narratives of increasing length and complexity followed by reasoning and inferential questions. Examples of unit topics include: self, family, animals, home, furniture, utensils, simple tools and machines, clothing, health and safety, transportation, shopping, community helpers, foods, playtime, weather, holidays, music, and nature. Visual materials to aid the use of each unit include a list of suggested manipulatives, flannel board illustrations of objects and places, and pictures of people and animals to be made into puppets. (PB)

NOTE- 169p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Brain Hemisphere Functions; *Cognitive Style; Elementary Education; *High Risk Students; *Inservice Teacher Education; Learning Strategies; Models; *Neurological Organization; Staff Development; *Teaching Methods
IDENTIFIERS- *Whole Brain Learning

The practicum was designed to establish a staff development program to help teachers to systematically employ whole-brain and responsive instructional approaches with "at risk" students and to provide the theoretical/conceptual, practical, and experiential knowledge base necessary for program development incorporating cognitive styles. The actual practicum audience was the full teaching staffs of 4 elementary schools, involving more than 70 educators. The practicum: (1) provided target individuals with training in basic neuroscience; (2) promoted an understanding of learning/cognitive styles within the instructional context of the classroom, through a styles self-analysis process; (3) helped teachers develop and employ lessons, instructional strategies, and materials that were responsive to "at risk" students; and (4) provided the knowledge base necessary for cognitive styles program development. The practicum included inservice programming for teachers and support staff, individual cognitive style/preference profiling, coaching, lesson plan development and teaching, and evaluation. Practicum evaluation indicated positive results. Seventeen appendices include support material, evaluation instruments and participant responses. (JDD)

the focus on learning processes. These changes have required a significant reorientation on the part of language teachers, and make the role for critical pedagogy meaningful in the language learning classroom. Critical pedagogy seeks to empower students through dialogue to achieve greater levels of social understanding and control. (MSE)

ED 314 951 FL 018 305

Koo, Doris W.
Conference Opening Session: Panel on "the New Immigrants."
PUB DATE- 89
NOTE- 8p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Acculturation; Educational History; *English (Second Language); *Immigrants; Second Language Instruction; *Social Problems; *Social Responsibility; *United States History

This document describes the social conditions and problems faced by immigrants arriving in the United States a century ago, and relates these problems to current conditions confronting recent immigrants. This comparison suggests that social conditions haven't changed as much as they should have. The discrepancy between immigrant needs and the expectations of American society are highlighted, focusing on basic injustices in the social and economic system and stereotypes and other cultural misunderstandings faced by immigrants. An appeal is made for helping this population by giving meaning to the incoherence of the social system they encounter, by providing them with a sense of history, by making them aware of the positive contributions of previous immigrant groups, and by confronting social problems. (MSE)

ED 314 952 FL 018 306

Fouron, Georges
Haitian Immigrants in the U.S.: Migration and Identity.
PUB DATE- 89

Silber, John
Straight Shooting. What's Wrong with America and How To Fix It.
REPORT NO.- ISBN-0-06-016184-1
PUB DATE- 89
NOTE- 352p.
AVAILABLE FROM- Harper & Row, Publishers, Inc., 10 East 53rd Street, New York, NY 10022 ($22.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Democracy; *Democratic Values; *Educational Quality; *Educational Trends; Excellence in Education; Higher Education; Opinions; Perception; Personal Autonomy; Philosophy; Political Attitudes; Public Policy; Social Values; *Trend Analysis
IDENTIFIERS- *United States

This book presents the ideas of the president of Boston University on how America can change course and restore traditional democratic values. The primary threat to American freedom comes not from foreign nations but from societal and individual attitudes of self indulgence, extravagance, and a declinging educational system. A return to traditional morality, a willingness to accept responsibility for our acts, and the immediate reform of the public schools is encouraged. The 17 chapters are organized into 3 sections concerned with first principles, the school, and society, respectively. Sample chapters have the following titles: "The Gods of the Copybook Headings," "Teachers in a Troubled Society," "Education and Democracy in the Age of Television," "Academic Freedom and Civilization," "Poisoning the Wells of Academe," "Tenure in Context," "The 'Private' Sector and the Public Interest," "Paying the Bill for College," "The Pursuit of Fairness," "America and the Underclass--A House Divided," "The Litigious Society," "The Kennedy Doctrine--Principles for a Settlement in Central America" and "The Illusion of Peace". (SM)

ED 314 981 HE 023 140

Brown, Ralph J.; Johnson, Dennis A.
A Study of the Economic Impact of Variation in the Nonresident Tuition Rate at Public Institutions of Higher Education in South Dakota. Bulletin Number One Hundred Thirty-Two.
South Dakota Univ., Vermillion. Business Research Bureau.
PUB DATE- 87
NOTE- 103p.; Prepared for Council of Presidents Public Higher Education System of the State of South Dakota.
AVAILABLE FROM- Business Research Bureau, School of Business, University of South Dakota, Vermillion, South Dakota.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Cost Effectiveness; Economic Factors; *Economic Research; Educational Policy; Higher Education; *Out of State Students; *State Universities; *Tuition
IDENTIFIERS- *Econometrics; *South Dakota

The study examined the likely response of nonresident enrollments to a lowering of nonresident tuition rates in South Dakota public institutions of higher education; the cost of educating additional nonresident students; and other economic benefits to the state of increased enrollment of nonresident students at state universities. Nonresident enrollment trends (1972-1985) are summarized textually and graphically for: the University of South Dakota, Black Hills State College, Dakota State College, Northern State College, South Dakota School of Mines and Technology, and South Dakota State University. The demand model is then applied in terms of the price-enrollment relationship, the econometric demand model, price elasticity of demand, and marginal revenue. Finally, the least-squares-dummy-variable method of estimating the coefficients of the model is applied to the pooled sample for students from Iowa, Minnesota, North Dakota, Nebraska, Wyoming, and all other states and foreign countries. The data were also examined in terms of the cost model, an econometric estimation of the cost function, demand and cost together, and community effects of increased enrollment. It is concluded that a reduction in nonresident tuition rate would significantly increase enrollment but that increased

Financial Report of Ontario Universities 1988-89. Volume III--Physical Plant Operating Expenses.

Council of Ontario Universities, Toronto. Research Div.; Ontario Association of Physical Plant Administrators.

REPORT NO.- ISBN-88799-247-1
PUB DATE- Dec 89
NOTE- 46p.; The three volumes in this set are HE 023 159-161. For related information, see HE 023 162. Tables contain small type.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *Building Operation; *Educational Finance; Expenditures; Financial Support; Foreign Countries; Income; *Operating Expenses; Postsecondary Education; Resource Allocation; Salaries; School Funds; State Aid; Wages
IDENTIFIERS- *Ontario

A report by the Council of Ontario Universities provides information on physical plant operating expenses at 16 universities. It is part of a three-volume set offering detailed data on the revenues and expenses and changes in fund balances at all Ontario universities for the fiscal year ending in 1989. After a brief introduction, principles of reporting are explained and definitions of included items (broken down into major functions and objects of expense) are provided. Tables detail utility and other costs, space by major function, and average annual unit cost of utilities. Ten summary statements in the form of tables are titled: "Physical Plant Operating Expenses by Function and Object of Expense," "Percentage of Total Physical Plant Operating Expenses by Function and Object of Expense," "Percentage of Physical Plant Operating Expenses by Object of Expense by Function," "Physical Plant Operating Expenses by Function and Institution," "Percentage of Physical Plant Operating Expenses by Function by Institution," "Physical Plant Operating Expenses by Institution and Object of Expense," "Percentage of Physical Plant Operating Expenses by Object of Expense by Institution," "Breakdown of 'Utilities' and

ED 315 009   HE 023 175

Sunal, Cynthia Szymanski
The Role of the American University in Enhancing the Educational Effectiveness of an African University.
PUB DATE- 89
NOTE- 8p.; Paper presented at the 1989 Annual Meeting of the African Studies Association (Atlanta, GA, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Studies; *Cross Cultural Studies; Curriculum Development; Demonstration Programs; Developing Nations; Foreign Countries; Higher Education; *International Educational Exchange; *International Programs; Models; Program Development; State Universities
IDENTIFIERS- Africa; Bayero University (Nigeria); Nigeria; West Virginia University

The paper describes a model developed through a 4-year linkage between West Virginia University and Bayero University, Kano, Nigeria. The American university saw its role as coordinating, brainstorming, and cooperatively responding to initiatives and identified needs of the African university. Program organization at the American university involved a Project Director, a U.S. University Project Coordinator, and a U.S. Coordinating Committee. The program's activities included collection and shipment of resource materials, including an Educational Resources Information Center (ERIC) collection on microfiche to the African university; coordinated research projects by faculty at both institutions (including training of the Africans in microcomputer use and utilization of the research base); and curriculum development (including postdoctoral training in curriculum and instruction and development of a new course at the American university by visiting African faculty. Additional professional training included seminars offered by visiting U.S. faculty at the African University and presentation by African faculty of papers at annual meetings of professional organizations in the U.S. In addition, an African Research Forum designed to bring together faculty and graduate students from all disciplines with an interest in Africa was

ED 315 023 HE 023 189

Calude, Cristian; And Others
New Information Technologies in Higher Education. Studies on the Introduction of New Information Technologies in Higher Education in the Europe Region.
United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.
REPORT NO.- ISBN-92-9069-111-5
PUB DATE- 89
NOTE- 337p.; Printed on thin paper; type on back interferes with legibility of type on front.
AVAILABLE FROM- CEPES Pouch, UNESCO, 7 Place de Fontenoy, 75700 Paris, France ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; Computer Science; Computer Software; *Computer Uses in Education; Expert Systems; Foreign Countries; Higher Education; Information Systems; *Information Technology; Microcomputers; Research; Training
IDENTIFIERS- *Europe

An overview of the current status of new information technologies (NIT) in teaching, training, research, and administration of higher education internationally includes 25 papers: "The Impact of NITS of Higher Education" (C. Calude and M. Malitza); "Educational Implications of Artificial Intelligence" (M.A. Boden); "On Theory of Knowledge" (L. Iliev); "Computer Technology and Education" (L. P. Steier); "New Information Technologies: The Role of Artificial Intelligence" (G. S. Pospelov); and "The Challenges of Cognitive Science and Information Technology to Human Rights and Values in University Life" (M. Pellery); "Computers at Stanford: An Overview" (P. Suppes); "The Use of the Personal Computer in Education at the University of Buckingham" (J. E. Galletly); "End User Computing--A Challenge for University Organization" (P. Baumgartner and S. Payr); "The Influence of Informatics and the Use of Computers in the Content and Methodology of Higher Education" (H. Mohle); and "Informatics in Higher Education in Switzerland" (excerpt from a report on informatics issued by the Federal Ministry for Education and Science); "Searching for Patterns of Knowledge in Science

ED 315 036 IR 014 139

Anderson, Glenn
Integrating Computers with Video Cassette Recorders. Program Description.
Toms River Regional Schools, NJ.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; *Microcomputers; Student Attitudes; Teacher Attitudes; Teacher Developed Materials; *Videotape Recorders

This report describes a project undertaken with students in grades 5 through 7 in the Toms River (New Jersey) Regional School District to develop a technique for integrating microcomputers and VCRs (videocassette recorders). Following an overview of the program, a brief review of research on technology in the classroom is presented along with a graph of computer and video trends in public schools from 1982 to 1987. The program description includes a list of project goals and objectives, steps and a diagram for connecting computer and video equipment, a sample lesson sequence, and a summary of the research project lessons. Fourteen suggestions are made for projects and appropriate software: (1) video storybooks; (2) video plays; (3) video comic books; (4) video slide shows; (5) graphic screens; (6) character generators; (7) digitizing; (8) documentaries and presentations; (9) demonstration lessons and tutorials; (10) news programs; (11) music videos; (12) advertisements and announcements; (13) video pen pals; and (14) video greeting cards. Data from pre/posttests of vocabulary, pre/posttests of computer-video connections, a student opinion survey, and a teacher opinion survey are presented. Based on this evaluation data, it is concluded that students are capable of using computer and video equipment together and that students and teachers found the project a positive learning experience. (16 references) (MES)

ED 315 050 IR 014 163

Eicher, J. C.
Costs of the New Information Technologies in Education: Characteristics and Problems of Measurement.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ED/87/WS/1
PUB DATE- Jan 87
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical/(143)
DESCRIPTORS- *Cost Effectiveness; Courseware; Developing Nations; *Distance Education; *Educational Technology; *Expenditure per Student; Foreign Countries; Instructional Development; *Microcomputers

Although an increasing number of theoretical analyses and evaluations have been conducted since microcomputer technology was developed and introduced into classrooms, few new studies have been undertaken on the costs of these new information technologies (NIT). This report focuses on the methodological problems that must be solved in order to assess the costs of NIT and on possible consequences of the use of NIT on the cost of education. The first section addresses some general principles of cost analysis of educational systems using NIT, including discussions of basic concepts used in cost analysis and differences in cost structures between conventional education and a system making extensive use of NIT. The second section considers the effects of an extensive introduction of NIT on the costs of conventional education in both developing and developed nations, including costs of equipment, hardware operation, and other operations. Probable cost implications for the use of NIT in distance teaching are outlined in the final section. (GL)

ED 315 065 IR 014 302

Fox, James; Saunders, Catherine
Education Research and Development Centers: Major Research Findings, Selected Accomplishments, and Publications, 1985-1988.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OR-89-561
PUB DATE- Oct 89
NOTE- 202p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Development; Federal Programs; *Financial Support; *Publications; *Research and Development Centers; *Research Projects
IDENTIFIERS- Department of Education

This guide provides an overview of the National Education Research and Development Centers sponsored by the Office of Research of the U.S. Department of Education. Information provided for each of 23 centers includes the nature of the center's work, its location, and the names of its principal researchers. Center listings are divided into two groups. For centers that have been in operation for at least 3 years, accomplishments, research findings, and publications are reported; for newer centers, major research areas are described. The guide is intended for three primary audiences: (1) practitioners (to locate information about recent research developments and researchers in particular fields); (2) researchers (to help coordinate collective efforts on particular topics); and (3) funders of research (to keep informed about progress of work in the areas covered by the centers). (GL)

ED 315 066 IR 052 703

ED 315 080 IR 053 055

Robinson, Barbara; And Others
Preservation Planning Program. Final Report. University of Southern California. One of a Series of Self-Studies.
University of Southern California, Los Angeles.

SPONS. AGENCY- Association of Research Libraries, Washington, D.C. Office of Management Studies.; National Endowment for the Humanities (NFAH), Washington, D.C.
REPORT NO.- USC-PP16
PUB DATE- May 89
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Collections; Library Materials; *Library Planning; *Library Standards; Organizational Objectives; *Preservation; Prevention; *Self Evaluation (Groups); Technological Advancement
IDENTIFIERS- *University of Southern California

This summary of the activities of the third of a three-phased self-study, initiated in 1987, provides a current overview of preservation problems in the University of Southern California's (USC) Central Library System, focusing particularly on the organizational structure of the preservation activities and on recommended solutions for ensuring the survival of library collections or of their informational content. The report points to ideal standards and goals, advises reasonable alternatives and acceptable interim measures, and encourages creative thinking and openness to new uses of technological developments that will extend USC's preservation options. The implications of inaction are also described. Some of the preservation accomplishments over the last 5 years are identified, and first-year priorities are set for a preservation strategy in the context of a 5-year plan. The goals and recommendations address both preservation and treatment, with emphasis on those measures that will have the highest impact on the greatest number of materials, and yield the greatest benefit to the academic programs. (SD)

ED 315 094 IR 053 071

Mudd, Isabelle
Current Practices in Library Cataloging and Classification. Revised Edition.
Alaska State Library, Juneau.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Div. of State Libraries.
PUB DATE- 89
NOTE- 149p.; Revision of "Introduction to Technical Services: Cataloging and Classification. Library Science 209.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Assignments; *Cataloging; *Classification; Course Descriptions; Distance Education; Higher Education; *Learning Activities; Library Education; Study Guides; Union Catalogs; Workbooks
IDENTIFIERS- Alaska Library Network Microfiche Catalog; Dewey Decimal Classification; Library of Congress Subject Headings

Designed for use by students enrolled in the audioconference course, Introduction to Technical Services, this 2-part guide presents 10 course units on cataloging. The study guide provided in the first part presents the content of the lesson together with objectives and readings for each unit; the second part contains several assignments, or learning activities, for each topic. The units focus on: (1) the cataloging process, cataloging terminology, and the difference between descriptive and subject cataloging; (2) compiling the information for and typing a main entry catalog card; (3) applying descriptive cataloging rules to nonbook materials; (4) using the Alaska Library Network microfiche catalog to find cataloging information; (5) identifying the main entry and added entries of a work; (6) understanding the value of analytical entries for the small library and learning descriptive cataloging for computer software; (7) distinguishing between monographs and serial publications, differentiating between multipart and serial publications, using the open entry card format, and checking in periodicals; (8) determining the subject of an item, assigning a subject heading, and becoming familiar with the Library of Congress

Lieberman, Janet, Ed.
The Pew Charitable Trusts: Center for At Risk Students.
La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- Dec 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Articulation (Education); *College School Cooperation; *College Transfer Students; Community Colleges; *English (Second Language); *High Risk Students; High Schools; Limited English Speaking; National Surveys; *Outcomes of Education; Remedial Programs; *School Holding Power; Student Characteristics; Two Year Colleges; Two Year College Students

This newsletter focuses on three activities of LaGuardia Community College: the formation of a Center for At Risk Students; the college's International High School (IHS), a collaborative program that serves high school students who are high-risk because of their limited English proficiency; and "Exploring Transfer," a two-year/four-year college collaborative effort to increase the number of urban and minority transfer students. One of the first activities of the Center for At Risk Students was a survey of 2,300 institutions and schools regarding programs for at-risk students. Responses from 220 institutions with at-risk programs revealed that: (1) 52% of the programs were offered by community colleges, 65% were in urban locations, and 66% had commuter populations; (2) rural institutions received only 64% of the funding per pupil for at-risk programs that urban and suburban institutions received, and public institutions received only 38% of the funding of private institutions; and (3) respondents expressed needs for additional funding, staffing, faculty training, and teaching materials. The section of the newsletter on IHS traces the growth of the school from 56 students in 1985 to 417 students in 1988-89; offers a profile of IHS students and faculty; and explains admissions requirements. In addition, program outcomes are noted including 90% average daily attendance rates, 3.9% dropout rates compared to a

ED 315 120 JC 900 107

Illinois Community College Board Twelfth Biennial Report, 1987-1988.
Illinois Community Coll. Board, Springfield.
PUB DATE- Mar 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Problems; Articulation (Education); *Community Colleges; Curriculum Development; Educational Equity (Finance); Educational Facilities; *Educational Finance; Educational Legislation; Educational Trends; Enrollment Trends; Financial Support; Governance; Interdistrict Policies; Minority Groups; Program Evaluation; Staff Development; State Aid; *State Boards of Education; State Surveys; *Statewide Planning; Teacher Retirement; Two Year Colleges
IDENTIFIERS- *Illinois

An overview is provided of the governance, organization, enrollment, programs, finances, facilities, legislation, and significant problems of the Illinois public community colleges. The first section provides a description of the organization of the 39 public community college districts, which comprise 50 colleges and five branch campuses. Next, a section on student enrollment points out that nearly 55% of all undergraduates in Illinois are enrolled in a community college; and that while overall enrollments decreased in 1988, enrollment in baccalaureate and vocational skills programs increased. The third section focuses on college programs, highlighting a continuation of the increase in the number of occupational curricula offered by the colleges. The fourth section provides information on revenue sources, including data on current state grants. The next sections discuss facilities funding and legislation affecting the community college system. The seventh section reviews the problems and needs addressed by the Illinois Community College Board during the previous year, including transfer articulation, capital project credit certification, economic development, inter-district policy issues, minority student programs, and a statewide program review and evaluation process. The final section considers problems and needs yet to be addressed, including specific articulation problems with certain

ED 315 132 JC 900 120

Ackermann, Susan P.

A Comparison of a Sub-Population of Santa Monica College Students to Other Community College Students in the Southern California Area: An Analysis of the Results from the Community College Student Experiences Questionnaire.

SPONS. AGENCY- Santa Monica Coll., CA.

PUB DATE- Jan 90

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; College Transfer Students; Community Colleges; Course Selection (Students); General Education; Questionnaires; *Student Characteristics; *Student Educational Objectives; *Student Participation; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *California; *Community Coll Student Experiences Questionnaire

Drawing from a nationwide pilot test of the Community College Student Experiences Questionnaire (CCSEQ), a study was conducted to compare Santa Monica College (SMC) students (N=106) with students attending nine other Southern California community colleges (N=498). The CCSEQ was designed to provide information on the relationship between students' participation in various activities and their progress toward their educational objectives. The instrument measured the amount and quality of effort students invested in academic, advising, and non-academic areas. In addition, it gathered information on units completed in each curriculum area, major field, part-time/full-time status, day/evening enrollment, amount of reading and writing assignments completed in class, cumulative grade point average (GPA), and students' perception of the progress they made towards achieving their goals. Major findings of the study included: (1) 74% of the SMC respondents were white compared to 37% of the non-SMC respondents; (2) 71% of the SMC respondents were 18-22 years of age compared to 54% of the non-SMC respondents; (3) 63% of both groups were enrolled full-time; (4) self-reported grade point averages

ED 315 145 PS 018 383

Windle, Michael
Adolescent Temperament: Childhood Problem Precursors and Problem Behavior Correlates.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Oct 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Academy of Child and Adolescent Psychiatry (New York, NY, October 11-15, 1989).
GRANT- NIAAA-AA-07861
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior Problems; Cognitive Processes; *Delinquency; *Depression (Psychology); *Drinking; Emotional Experience; Hyperactivity; Peer Acceptance; *Personality; Physical Characteristics
IDENTIFIERS- Retrospective Studies (Psychology)

Interrelations between childhood behavior problems and adolescent temperament, and between adolescent temperament and problem behaviors, were studied. A sample of 311 adolescents with an average age of 15.7 years completed self-report measures regarding behavior problems before age 13, temperament, alcohol consumption, alcohol-related problems, delinquency, and depressive symptomatology. Interrater agreement between adolescents and their primary caregtivers with regard to childhood behavior problems was .48. Correlations between childhood behavior problems and adolescent temperament indicated significant associations. Childhood hyperactivity correlated with adolescent general activity level. Childhood peer dysfunction correlated with adolescent mood quality and flexibility. Adolescent temperament was found to correlate significantly with all of the adolescent problem behavior correlates. In general, a difficult temperament profile was associated with both childhood and adolescent behavior problems. This finding suggests a degree of continuity in temperamental behaviors associated with maladjustment during childhood and adolescence. (RH)

ED 315 159 PS 018 533

Curriculum Resource Book for Preschool Programs for Four Year Olds.
Michigan State Board of Education, Lansing.
PUB DATE- 88
NOTE- 74p.; For related document, see PS 018 534.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Design; *Classroom Environment; Concept Formation; Criteria; Critical Thinking; Educational Equipment; Guidelines; Individualized Instruction; *Learning Activities; Manipulative Materials; Play; *Preschool Children; Preschool Curriculum; Resource Materials; Security (Psychology); Sequential Approach; *Standards; Student Interests; Success; Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs

This curriculum resource book provides a collection of practical ideas that preschool educators can use to provide developmentally appropriate learning experiences for children attending a high quality preschool center. The ideas are designed to concur with the format of standards C-L set forth in the related document: "Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds." The standards addressed by the resource book concern children's comfort and security, children's use of play to attain understanding, a developmental curriculum, acquisition of concepts through manipulation of objects, use of various methods and techniques to present concepts, activities that challenge and lead to success, developmental sequencing of activities, individualized instruction, incorporation of children's interests into the program, and enhancement of children's critical thinking. Suggested activities are supplemented by examples. Attachments to standards D and F concern play and play schedules, equipment, floor plans, and play spaces. Nearly 90 references to literature on early childhood education and reading are cited. (RH)

ED 315 174   PS 018 565

Galton, Maurice
Dissemination of the Project's Findings. National Seminar--Norway (9th, Kristiansand, Norwary, October 13-14, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)70
PUB DATE- 16 Oct 89
NOTE- 22p.; For related documents, see PS 018 563-566.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Demonstration Programs; Educational Change; *Educational Innovation; *Elementary Education; Futures (of Society); Scheduling; School Entrance Age; Science Education
IDENTIFIERS- *Norway

This document reports on a conference that disseminated to Norwegian parents and educators the findings of the Council of Europe's Council for Cultural Cooperation's Project No. 8, "Innovation in Primary Education." The main address was given by Professor Maurice Galton of the School of Education, University of Leicester, United Kingdom, who described the core dimensions of the project and the results of an analysis of the styles of innovation reported in case studies. A Norwegian perspective on Project No. 8 was offered by Mrs. Laila Brunvand, the rector of Vardasen Primary School, Kristiansand. The rector summarized the main features of the project's contact school plan and described the role of the Vardasen school in the project. Participants discussed issues in groups organized around the topics of the process of starting school--length of school days, science education, differentiated teaching, and leadership in schools. A second address, by Chief Director Oddvar Vormeland, of the Royal Ministry of Church and Education, concerned a rational framework for the development of primary education. Concluding material includes reports on group discussions and the final plenary session, in which speakers gave their views on priorities for the future. (RH)

ED 315 188 PS 018 584

Children 1990: A Report Card, Briefing Book, and Action Primer.

Children's Defense Fund, Washington, D.C.

REPORT NO.- ISBN-0-938008-76-5
PUB DATE- 90
NOTE- 111p.
AVAILABLE FROM- Children's Defense Fund, 122 C Street, N.W., Washington, DC 20001 ($2.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- At Risk Persons; *Child Welfare; Day Care; Demography; Early Childhood Education; *Financial Support; *Lobbying; *Political Issues; Poverty; *Social Action; State Action; State Programs
IDENTIFIERS- *Childrens Defense Fund

The purpose of this Children's Defense Fund (CDF) briefing book for child advocates, community activists, professionals, policymakers, parents, citizens, members of the media, and political leaders is to dramatically increase public consciousness about children's needs and solutions to those needs. The book uses the election year process to build bipartisan commitment to meeting children's needs. The book is also intended to begin to reverse values and budget priorities of the 1980s that contributed to mounting child suffering and neglect, the growing chasm between rich and poor, the decline of the middle class, and the weakening of the moral and social fabric of the United States. Part I provides a warning that the country faces a moment of great national opportunity and danger. Part II compares U.S. children to children of other nations, lists 12 basic facts about U.S. children, and considers an American child's chances of being poor. Part III provides a report card on the 50 states, with key numbers on children and child care in the states. Part IV is an action primer that describes steps to be taken by the public and the Children's Defense Fund in 1990. This part notes scheduled Congressional recesses in 1990, promises made by particular politicans in regard to children's education, questions to ask politicians, polls to cite, and CDF's nonpartisan Congressional voting record of 1989. (RH)

ED 315 202 RC 017 258

Scheetz, Nanci A.
Mainstreaming the Hearing-Impaired Student in the College Classroom: A Comprehensive Approach.
PUB DATE- Mar 89
NOTE- 13p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Access to Education; *Education Work Relationship; *Hearing Impairments; Higher Education; *Holistic Approach; Learning Problems; *Mainstreaming; Normalization (Handicapped); Small Colleges; Special Programs; Transitional Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *North Florida Junior College

This paper examines characteristics of the hearing-impaired related to educational and employment potential and the college programs available to prepare them for employment. The deaf adult population suffers from unemployment caused by inadequacies in education and a host of non-educational factors, such as inadequate social adjustment, poor public image, and poor social services. The problem is exacerbated by a changing national socioeconomic landscape. By the time students reach the postsecondary level, a number of contributing factors have shaped their potential for success. Institutions that assess students total needs, as opposed to focusing on a few particular practices or skills, are best able to prepare deaf adults for independent living. Today, there are about 150 colleges and universities providing services to hearing-impaired students. Significant characteristics of a successful college mainstreaming program include curriculum, support services, quality staff, funding, an appropriate student population, and commitment from the administration. The curriculum for the hearing-impaired at North Florida Junior College is discussed at length. This institution offers a summer preparatory program, vocational education with an on-the-job training

ED 315 216 RC 017 272

Dunn, Winnie; Hughes, Paula

Managing Occupational Therapy in Rural Education: O.T. Student Perceptions of Adaptive Classroom Behaviors.

PUB DATE- Mar 89

NOTE- 11p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Attitude Change; Attitude Measures; Elementary Secondary Education; Higher Education; Occupational Therapists; *Occupational Therapy; Pilot Projects; *Preservice Teacher Education; Pretests Posttests; Program Development; Program Effectiveness; *Rural Education; *Student Attitudes

IDENTIFIERS- *Managing Occupational Therapy in Rural Education; University of Kansas

This report describes the Managing Occupational Therapy in Rural Education (MORE) a project that is designing a preservice training curriculum for occupational therapy students preparing to work in rural settings. Therapists need to have an understanding of rural school systems, educational aims, philosophy, and the structure of the system itself in order to integrate their services effectively. Students (N=58) at the University of Kansas Medical Center participated in the pilot MORE project. Pre- and post-tests were used to identify students' attitudes and expectations of children's classroom and social behavior, and the changes which occurred as the students acquired more information. One of the measures used was the S.B.S. Inventory of Teacher Social Behavior Standards and Expectations developed by Walker and Rankin (1980). Respondents rated appropriate classroom behaviors as critical, desirable, or unimportant to classroom function. Items were grouped into four content areas: cooperation with teacher and peers, independent work skills, communication skills, and attention ability. In all groupings, students decreased their "unimportant" ratings and increased "critical" ratings. The results suggest that occupational therapy students need to become aware that "ideal" classroom

ED 315 230 RC 017 286

Dacus, Judy M.; Hutto, Nora
Improving Science Education in Rural Elementary Schools: A New Approach.
PUB DATE- Mar 89
NOTE- 12p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Elementary School Science; Elementary School Teachers; Improvement Programs; *Inservice Teacher Education; Institutional Cooperation; *Outdoor Education; Postsecondary Education; *Rural Education; Rural Schools; *Science Instruction; Science Teachers; Teacher Education Programs
IDENTIFIERS- New Mexico; *New Mexico Rural Science Education Project

Rural elementary school teachers interested in improving science instruction are frequently hampered by inadequate training in science, lack of information on local natural history resources, and time and curriculum constraints. On the other hand, rural schools are usually located near meadows, forests, or undeveloped land, and rural students usually have greater experience with nature than their urban counterparts. Since 1986 a collaboration among the New Mexico Center for Rural Education, the New Mexico Museum of Natural History, and rural elementary schools has explored promising ideas for improving elementary science education in rural schools. This collaboration, the New Mexico Rural Science Education Project, has (1) developed and tested a rural science teacher training model that utilizes the strengths of the collaborators; (2) provided rural elementary teachers with information and resources and assisted the teachers in developing activity kits and specimen collections; (3) planned and executed natural history field schools for rural elementary teachers and students to demonstrate hands-on outdoor science activities and model effective teaching methods; (4) planned and conducted an intensive week-long science education institute for rural teachers;

ED 315 243 RC 017 299

Luetke-Stahlman, Barbara

Three Goals for Teachers: Asking Comprehensible Questions of Language Delayed Students.

PUB DATE- Mar 89
NOTE- 13p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257. Table 1 has small, light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Disorders; Discussion (Teaching Technique); Elementary Secondary Education; Hearing Impairments; *Language Handicaps; *Learning Disabilities; Learning Processes; *Questioning Techniques; Sign Language; *Special Education; *Teaching Methods

This paper discusses ideas for teachers to increase successful comprehension of their questions by language delayed students. Three kinds of questioning techniques are described. Most often used by teachers are "WH-words" (e.g., who, what, how). Noun-verb reversal (e.g., Can you come to the group?) follows in amount of usage. The least used questioning technique is raised intonation (e.g., This one? The pencil?). Failure to respond to any of these question signals does not necessarily mean the student does not know the answer. Question forms often are not adequately coded into sign, and hearing-impaired students may not recognize ordinarily routine strategies signaling questions. Teachers, therefore, should be careful to make question forms comprehensible. A table of "question prompts" provides teachers with alternatives to repeating questions numerous times. Educators can use the prompts to ask questions with brief answers or to encourage discussion. Cognitively challenging questions can be task analyzed by using a four-quadrant language proficiency matrix, in which a line of context intersects with a line of cognition. Classroom teachers often ask context-imbedded, cognitively undemanding questions, while the opposite might be more effective. Teachers should also ask questions at a pace that provides adequate opportunity for

ED 315 256 RC 017 371

Vavrek, Bernard, Ed.; Pratt, Mary Lou, Ed.
The Rural Bookmobile: Going Strong after Eighty Years. Conference Proceedings (1st, Columbus, Ohio, June 19-21, 1985).
Clarion Univ. of Pennsylvania.; Ohio State Library, Columbus.
PUB DATE- 86
NOTE- 122p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bookmobiles; Library Planning; Library Research; *Library Services; Mobile Educational Services; Outreach Programs; Program Descriptions; Program Development; Program Effectiveness; *Rural Areas; Rural Education
IDENTIFIERS- Florida; Library Access Services; North Carolina; *Rural Libraries; Utah; West Virginia

The 10 papers presented in this report examine various aspects of rural bookmobile projects in the United States. The objectives of this first bookmobile conference were to offer (1) encouragement to bookmobile workers; (2) information for improving their services; (3) new data for subjective analysis of services; and (4) assistance in developing a systematic planning method for further interpretation of services. The papers and their authors are: "The Rural Scene," by Susan Raftery; "What Is Happening Today in Rural Bookmobile Service?" by Bernard Vavrek; "The Bookmobile: Vehicle of the Future," with sections by Jack Barth, Russ Topping, Don Daye, Tom Lockshin, and Ken McDowell; "Bookmobile Programs That Have Worked: Utah," by Paul Buttars; "Bookmobile Programs That Have Worked: Florida," by Carol Hole; "Bookmobile Programs That Have Worked: North Carolina," by Anne Sanders; "Program Planning and Analysis," by John R. Kues; "Are There Alternatives to Bookmobiles?...Mail Delivery," by Benita Davis; "Are There Alternatives to the Bookmobile?...Instant Libraries/Portable Structures," by Donna Calvert; and a conference "Wrap Up/Evaluation," by Bernard Vavrek (a review of the conference's main objectives and ideas). (TES)

ED 315 270 SE 051 140

Gal, Iddo; And Others

Which Group Is Better? The Development of Statistical Reasoning in Elementary School Children.

SPONS. AGENCY- Pennsylvania Univ., Philadelphia. Literacy Research Center.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the Meeting of the Society for Research in Child Development (Kansas City, MO, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Grade 3; Grade 6; *Mathematical Concepts; *Mathematical Logic; Mathematics Education; *Mathematics Skills; *Problem Solving; *Ratios (Mathematics); Statistics
IDENTIFIERS- *Statistical Reasoning

Two issues were investigated in this study: (1) how well do children do descriptive statistics (i.e., accuracy); and (2) how do they do it. A total of 31 children in third grade (with no formal instruction in statistics) and 31 children in sixth grade (who had learned how to calculate a mean) compared a set of data from two domains: (1) the outcomes of frog jumping contests; and (2) the scores on a school test. Children were interviewed individually and asked to make decisions and explain their decisions related to eight problems. Accuracy rates for different types of problems and various solution methods used by children were analyzed. Solution strategies were categorized into three groups: (1) statistical; (2) proto-statistical; and (3) other/task-specific strategies. While sixth-graders were more accurate than third-graders, many of the sixth-graders had difficulty reasoning proportionally. Very few students reasoned statistically about the data. Many students used proto-statistical strategies. The more successful solvers seemed to choose solution strategies, which took into account those particular characteristics of the data sets which were relevant to the solution of the given problem. Lists 9 references. (YP)

ED 315 286 SE 051 167

Heller, Barbara R.
A Distance Learning Approach to Quality Mathematics Instruction in Nonpublic Elementary Schools.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.
REPORT NO.- CASE-05-89
PUB DATE- Jul 89
NOTE- 168p.; Drawings may not reproduce well. Occasional pages with toner streaks; 1 page (p. 53) with light type.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Distance Education; Elementary Education; *Elementary School Mathematics; *Inservice Teacher Education; Mathematical Concepts; Mathematics Anxiety; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials; *Mathematics Teachers; *Private Schools; Staff Development; *Videotape Cassettes
IDENTIFIERS- New York (New York)

This is the narrative report of a project (begun in 1985) undertaken to promote quality mathematics instruction in the nonpublic, religion-oriented elementary schools in New York City. The major goals of the project for the 1988-89 year were to involve nonpublic schools (NPS) teacher representatives in the planning and creation of staff development videocassettes in mathematics, provide teachers with live workshops, and demonstrate that the training tapes have potential for surmounting the barriers to effective inservice teacher training. These project activities are described in three sections: planning and development activities, conduct of workshop series, and production of prototype tapes. The six workshops and participants' assessments of them are described. The workshop titles are: (1) "Calculators in the Classroom"; (2) "Integrating Math and Science"; (3) "Math Anxiety"; (4) "Decimals"; (5) "Mastering Fractions"; and (6) "Geometry." A summary evaluation report and workshop materials are appended. (CW)

ED 315 302 SE 051 183

Pfeiffenberger, G. Will; Zolandz, Ann Marie
Surveys of the Use of Hand Calculators in College Preparatory and College Science Classes.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- CBR-89-4; ETS-RR-89-2
PUB DATE- 89
NOTE- 124p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Calculators; College Mathematics; College Science; Higher Education; *Mathematics Education; *Microcomputers; *Science Education; Secondary Education; Secondary School Mathematics; Secondary School Science; *Standardized Tests; Surveys

The availability of relatively inexpensive hand calculators and microcomputers is believed to be having an important effect on the teaching of mathematics and science in the United States. The appropriateness of allowing the use of this technology on standardized tests has become a concern of educators and organizations involved in testing. Informed decisions about calculator and microcomputer use policies should be made with consideration of standard classroom practices and the opinions of teachers at the secondary and postsecondary levels. To help determine this information, surveys of secondary and postsecondary schools across the United States were conducted. This document summarizes this process, and discusses the results of the surveys. Most secondary and postsecondary physics and chemistry instructors allowed the use of nonprogrammable calculators for course work and some tests, and expressed approval for certain standardized tests. Biology instructors were less approving of the use of calculators on tests. Included in the appendices are contact letters, copies of the surveys, lists of academic topics involved, and summaries of comments and responses to the surveys. (CW)

ED 315 319 SE 051 215

Computers in the Biology Classroom.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.; New York City Board of Education, Brooklyn, NY. Office of Technology.

REPORT NO.- Curric.-06-8010-40; ISBN-0-88315-907-4
PUB DATE- 87
NOTE- 416p.
AVAILABLE FROM- Curriculum Production Unit, Office of Curriculum Development and Support, PS 206, Room 310, Neck Road and E. 22 Street, Brooklyn, NY 11229.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Classroom Techniques; *Computer Software; *Computer Uses in Education; Educational Technology; *Microcomputers; *Science Activities; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- Apple II; IBM Personal Computer

The use of computers in classrooms to support and extend instruction is a topic which is being discussed in major educational forums across the United States. Until a few years ago, computer use in schools was the exclusive domain of the mathematics department. Other content areas have now found ways to use computers to enhance their instruction. The purpose of this guide is to give teachers and supervisors a working knowledge of various approaches to enhance pupil learning. It demonstrates some of the many ways in which science departments can use microcomputers to assist teachers in teaching biology. Computers can be used to enhance the learning process by assisting students in recording and categorizing data, formulating conclusions, and conducting experiments. There are 122 activities in this guide. Each activity includes objectives, materials, motivators, development of the lesson, summary, and homework. Some are accompanied by worksheets. Also included is a discussion of classroom management techniques and (in the appendices) a glossary, a diskette care guide, information about copying public domain software, a list of software used in this guide, and a list of five additional school

ED 315 335 SO 020 497

Tucker, James F.; And Others

Our Money: A Booklet Prepared for Instruction in Grades 8 through 12, with Student Exercises and Teacher's Guide.

Federal Reserve Bank of Richmond, Va.
PUB DATE- Jan 89
NOTE- 56p.; For related documents, see SO 020 496-499.
AVAILABLE FROM- Federal Reserve Bank of Richmond, Public Services Department, P.O. Box 27471, Richmond, VA 23261 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; Curriculum Enrichment; Economics; *Economics Education; Learning Modules; *Monetary Systems; Secondary Education; *Secondary School Curriculum; Social Studies; Teaching Guides
IDENTIFIERS- *Money

This instructional unit is intended to inform students about the coins and paper money used by U.S. citizens to conduct daily financial transactions. The unit is designed to supplement the teacher's regularly assigned materials in economics. The booklet provides a brief study of currency in the United States. It is intended to serve as the basic reading for students and includes review questions and answers. The teacher's guide provides information on the overall unit with guidelines for incorporating the information in the basic booklet into a teaching unit on economics or the specific topic of money. It includes a set of discussion questions and the clues and key to a crossword puzzle transparency. The student activities booklet includes a word search puzzle, a crossword puzzle, and an exercise on making change. A 20-question multiple choice test with key is included for use in evaluating the students' understanding of the information presented. (JB)

NOTE- 10p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Acquired Immune Deficiency Syndrome; Creoles; *Ethnicity; French; *Haitians; *Immigrants; Language Role; Limited English Speaking; *Migration Patterns; Refugees; *Self Concept; Social Bias; Stereotypes; *United States History

The history of Haitian immigration to the United States is chronicled, focusing on the American social context and the Haitian response to it. Four periods are distinguished: (1) 1957-64, when the majority of Haitian immigrants were from the political and economic elite, intending to stay temporarily, and eventually losing their sense of ethnic identification; (2) 1965-72, when a wave of politically disaffected immigrants coincided with an ethnic revival of Haitian culture, encouraging preservation of ethnic identity; (3) 1972-82, characterized by lessened efforts toward ethnic organization, polarization over language issues, anti-immigrant sentiment caused by a worsening economic situation, and internment in camps; and (4) 1982-86, beginning with the designation of Haitians as a group at risk for Acquired Immune Deficiency Syndrome (AIDS), and including the group's realization that its future was in the United States. (MSE)

ED 314 953 FL 018 307

Sanchez-Korrol, Virginia
Northern Horizons: Latinas in the New Immigration.
PUB DATE- 89
NOTE- 10p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *English (Second Language); Family Relationship; *Females; *Immigrants; *Latin Americans; *Refugees; Role Perception; Sex Role
IDENTIFIERS- *Latinas

Many Latin American immigrants have encountered new social

ED 314 968 HE 023 122

Taylor, Alton L.
Legitimacy and Integrity of Summer Sessions.
PUB DATE- 88
NOTE- 20p.; Based on a paper presented at the Annual Conference of the North American Association of Summer Sessions. (Reno, NV, November 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; *Educational Administration; Educational Objectives; Educational Philosophy; *Educational Policy; Ethics; Higher Education; Resource Allocation; *Summer Schools

The paper offers a framework for examining the organization and governance of summer sessions that best support the college or university's institutional mission of teaching. Discussion centers on issues of legitimacy and integrity that arise when summer sessions deviate from the primary responsibility of meeting the academic needs of students. Summer session legitimacy requires an official statement of purpose of an adequate level of organizational authority. Threats to legitimacy and integrity of summer sessions include a lack of institutional acknowledgement of purpose and authority and of the contributions made during the summer term that facilitate student progress toward degrees, faculty employment, use of facilities, and major revenue contributions to the institution. Some administrators may attempt to gain control of summer programs for their special interests especially as summer programs succeed in generating additional revenues. Struggles for the assurance and protection of quality academic programs remain in continuous conflict with obtaining adequate financial support which transcends academic year or summer terms. 10 references. (DB)

ED 314 969 HE 023 123

Fowler, Francis C.; Patterson, Fred
Graduate Student Attitudes: An Exploratory Study.

costs would be greater than increased revenues. Inexpensive strategies for increasing nonresident enrollment are outlined. Data is displayed in 8 tables and 46 figures; 9 references are provided. (DB)

ED 314 982   HE 023 143

Smith, Suzanna; Taylor, Barbara
Curriculum Planning with an Emphasis on Women and Agricultural Households. A Technical Paper.
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 21 Aug 89
NOTE- 62p.; Prepared for the University Center of Dschang and USAID Agricultural Education Project, Dschang, Cameroon.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Agriculture; *Curriculum Development; *Developing Nations; Foreign Countries; Higher Education; *Institutes (Training Programs); *Minicourses; Needs Assessment; Rural Areas; *Womens Education
IDENTIFIERS- *Cameroon

This technical report presents the background, procedures, and outcomes of a shortcourse conducted at the University Center of Dschang (UCD), Cameroon, July 9-15, 1989. The shortcourse trained the 32 participants to use curriculum planning skills to analyze how the UCD curriculum addresses the needs of Cameroon women and prepares graduates to work in programs directed toward assisting rural women. Included in the report are explanations of the curriculum planning process, instructional methods used, results of group work, proposed recommendations, and evaluation results. A training manual was also developed to provide background information and exercises for each course segment. A review of the literature briefly looks at agricultural production, the woman's role in activities and decision making, women and agricultural outreach, curriculum planning, and implications for educational institutions. Evaluation of the shortcourse by participants indicated all respondents believed the information to be useful. Two themes recurred among participant discussions: first, the types of efforts that are needed to reach rural women, and second, the

'Other' Physical Plant Operating Expenses by Institution," "Gross Square Metres and Utilities Rates by Institution," and "Unit Costs of Physical Plant Operating Expenses by Institution". (SM)

ED 314 996 HE 023 162

A Decade of Financial Information. Ontario Universities 1978-79 to 1987-88.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-88799-249-8
PUB DATE- Dec 89
NOTE- 193p.; For related documents, see HE 023 159-161. Tables contain small type.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Building Operation; Demography; Educational Economics; *Educational Finance; Expenditures; Financial Policy; Financial Support; Foreign Countries; Fund Raising; Higher Education; Income; Instructional Student Costs; *Operating Expenses; Resource Allocation; Salaries; *School Funds; State Aid; Trend Analysis; Wages
IDENTIFIERS- *Ontario

A report by the Council of Ontario Universities provides a 10-year review of the revenue and expenses of universities in Ontario. Information is derived from an annual publication entitled "Financial Report of Ontario Universities." The policy environment as well as revenues and expenses are discussed. An overview identifies major trends (using both narrative and tables) including a policy environment characterized by an expanding economy, changes in the distribution of both revenues and expenses, and substantial differences among institutions in revenues and expenses. Adjustments to the data to improve comparability are briefly noted. The major portion of the document provides financial information in tabular form with sections which focus on: (1) enrollment and basic income units for each university on a consolidated basis; (2) summary information for all universities and affiliated and federated colleges on a consolidated basis; (3) sources of revenue for each university; (4) objects of expense for each university; and (5) financial information for each affiliated and federated

established at the U.S. site. (DB)

ED 315 010 HE 023 176

Sullivan, Arthur P.
From Student to Artist: Education in the Fine and Performing Arts: Montclair State College 1986-1989.
PUB DATE- Jul 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Art Activities; *Art Education; *Attitude Change; *Attitude Measures; Evaluation Methods; Higher Education; Participant Satisfaction; Program Evaluation; Qualitative Research; *Student Attitudes
IDENTIFIERS- *Challenge Grants; *Montclair State College NJ

This paper describes a study which evaluated effects of Challenge Grant activities in the arts program at Montclair State College (Pennsylvania). An introductory discussion examines special problems of evaluation in the arts and provides a rationale for a humanist approach with a focus on meaning in art rather than comparison with one or more control groups. An instrument was developed using a multiple bipolar questioning technique to examine the meaning of experience for the student. The measure was tested with 10 dance and 6 chamber music students comparing retrospective pretest ratings and current posttest ratings. The measure was then used in a total of 661 testings with students involved in 32 Challenge Grant college arts activities. Differences between pretests and posttests in 180 cases were analyzed in terms of the developing identity of the student as an artist and student attitudes toward the arts at Montclair State College. Results indicated substantial changes in student perceptions of themselves as artists, of the ideal artist, and of their chosen instrument. Student perceptions of departmental instructors and of departments in the School of Fine and Performing Arts also changed significantly in a positive direction between pretest and posttest. 16 references. (DB)

Education" (A. Kornhauser); "Medical Educational Computing" (D. Ingram); "Patient Simulation by Computer--C.A.S.E.S., Software for the Construction of Computer Patients" (H. A. Verbeek); "Microcomputers in Statistical Education: the Buckingham Experience" (E. Shoesmith); "Courses in Computer Graphics in Faculties of Mechanical Engineering in Czechoslovakia" (J. Novak); "On the Way to Chaos--An Analysis of a Family of Logistic Models" (T. Kinnunen); "Educational Technology and the New Technologies" (P. W. Verhagen and T. Plomp); "A Knowledge-Base for Instructional Design" (F. C. Roberts); "Facilities Concerning the Infrastructure for Development of CAI in Advanced, Further, and Higher Vocational Education in the Netherlands" (R. van Asselt); "Some Thoughts on Structures, Objectives, and Management of Centres for Computation Sciences and Software Technology" (D. Bjorner); and "The Social Impact of Technology: An Issue for Engineering Education" (A. Bitzer and R. Sell); and "The Emergence of Institutional Research and the Use of Microcomputers: New Roles for Institutional Researchers in Western Europe Higher Education Institutions" (E. Frackmann); "The Student Information System of the University of Helsinki" (A. Heiskanen); "The Impact of Information Technologies on University Administration" (R. Bouchet); and "An International Centre for Computers and Informatics (ICCI) to Promote Third World Development" (M. Munasinghe). (SM)

ED 315 024 HE 023 191

Mosser, John W.
Field Experience as a Method of Enhancing Student Learning and Cognitive Development in the Liberal Arts.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; *Cognitive Development; *Cooperative Education; Education Work Relationship; *Experiential Learning; *Field Experience Programs; Higher Education; Individual Development; *Liberal Arts; Research Needs; Student Educational Objectives; *Work Experience Programs

The paper examines the role of experiential learning programs such as cooperative education and internship programs as a method of enhancing student learning and cognitive development in the liberal

ED 315 037 IR 014 144

The Introduction of Computers in Schools: The Norwegian Experience. Examiners' Report.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-82-90707-15-0
PUB DATE- Nov 87
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; *Educational Planning; Elementary Secondary Education; Foreign Countries; Microcomputers; *National Programs; Program Evaluation
IDENTIFIERS- *Norway

This report on a 4-year (1984-87) project to introduce computers into the Norwegian schools begins with an overview of Norway's geography and climate, people, foreign policy, economy, recreation, and educational system. Background on the development of the national plan for the introduction of computers into the schools is then provided together with statements on aims, objectives, important tasks for central administration, and the establishment of a task force. The achievements, problems, and results of the project are summarized. Conclusions and recommendations by independent examiners, appointed by the Organisation of Economic Cooperation and Development (OECD) are discussed under nine broad headings: (1) the next phase of the project; (2) funding and time scale; (3) organizational issues; (4) curriculum; (5) software development initiatives; (6) teacher training initiatives; (7) dissemination of information; (8) equipment issues; and (9) research and evaluation directions. Two appendixes contain a list of participants in the meetings organized for the examiners' visit and the text of the revised background paper, "Computer Technology in Schools: The Norwegian Programme of Action." (MES)

ED 315 038 IR 014 145

ED 315 051 IR 014 165

Strategic Planning Study Team. Final Report.
Tennessee Univ., Chattanooga.
PUB DATE- 25 Aug 88
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Literacy; Computer Networks; *Computer Uses in Education; Higher Education; *Long Range Planning; *Needs Assessment; Questionnaires; School Surveys; *Technological Advancement; Telecommunications

This final report presents the results of a University of Tennessee at Chattanooga's (UTC) strategic planning study team, which was charged with documenting computerized services currently available and recommending to the UTC administration areas in which new services should be introduced at the university. A questionnaire was administered to selected faculty and staff (n=70) to pinpoint topics of major concern, and respondents were interviewed to explore their remarks on the completed questionnaires in more depth. Eleven problem areas were identified: (1) access to computing resources; (2) communications and campus-wide computer networking; (3) computer literacy; (4) hardware and software support; (5) faculty rewards to encourage faculty development of courseware and innovative use of computer technologies; (6) hardware; (7) electronic classrooms; (8) library automation; (9) policy and organization; (10) community outreach through computing services; and (11) security. Recommendations and an implementation plan are provided for each problem area. The appendixes, which make up the major part of the report, include records of correspondence; the survey instrument; names and demographics of interviewees; the matrix of analysis of responses; the computer curriculum integration survey; excerpts from the 1988 inventory of courses; hours of operation of computing facilities; and information on the members of the study team. (SD)

ED 315 052 IR 014 166

Response to House Joint Resolution No. 118 To Advance Computer-Assisted Instruction .

Preserving Today's Records for Tomorrow's Use: A Mandate for Action.

Oklahoma Historical Records Advisory Board, Oklahoma City.

SPONS. AGENCY- National Historical Publications and Records Commission, Washington, DC.
PUB DATE- Jan 85
NOTE- 103p.; Appendices on microfiche are available from Oklahoma Department of Libraries, 200 NE 18th Street, Oklahoma City, OK 73105.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; *Archives; Government Publications; Hearings; Local Government; *Local History; Long Range Planning; Needs Assessment; *Preservation; Primary Sources; Program Development; Records (Forms); State Government; *State History; *Statewide Planning; Surveys
IDENTIFIERS- *Oklahoma; *Records Management

This report presents the findings of a year-long investigation of historical records conditions and needs conducted by the Oklahoma Historical Advisory Board (OHRAB), a 12-member board appointed by the Governor to provide leadership and planning for the protection and use of the state's documentary heritage. Viewing the Oklahoma project as one component in a continuing cooperative process to ensure the preservation and accessibility of Oklahoma's historical records of enduring value, OHRAB designed the study to define issues, concerns, and specific problems in four general areas of historical documentation: state government records; local government records; nongovernmental records located in manuscript repositories, museums, libraries, and historical societies; and issues of statewide interest such as preservation, education, training, advisory and assistance services, and program coordination. The study identifies long and short term programs and services to address the recognized needs: specific actions required to implement these programs and services; and responsible parties among Oklahoma organizations and institutions for initiating these actions. Lengthy questionnaires were used to gain general information on conditions and needs from documentary resource custodians for each of the first three study areas. Task forces evaluated the questionnaire responses and six public meetings were held to hear the concerns and ideas of citizens, records custodians, and government officials. The survey questionnaires, the task force/study committee reports, a functional chart of the Oklahoma Department of Libraries, and various additional study reports are appended. (EW)

ED 315 081 IR 053 056

Lee, Hwa-Wei
Trends in Automation in American Academic Libraries: Ohio University's Experience.

PUB DATE- 10 May 89
NOTE- 20p.; Revised and updated version of a paper presented at the Pacific Conference on New Information Technologies for Library and Information Professionals (1st, Bangkok, Thailand, June 16-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Computer Software; Higher Education; *Integrated Library Systems; Interlibrary Loans; *Library Automation; Library Networks; Library Technical Processes; Online Catalogs; Optical Data Disks; *Shared Library Resources; *Technological Advancement; Telecommunications
IDENTIFIERS- Library History; *OCLC

Three decades of applications of information technology and library automation at Ohio University are chronicled in this paper. The first major development highlighted is the founding of OCLC (the Ohio College Library Center) as a cooperative cataloging device in the 1960s. OCLC's growth is traced from when it was a small organization of two staff members with a $67,000 budget and serving 54 libraries in 1967, to a complex independent organization employing 885 people with a budget of $95.7 million and a growing membership of 9,400 libraries in 1988. Featured accomplishments of the 1970s include OCLC's successful online interlibrary loan system, which has received an estimated 20 million requests from its 1979 inception to 1988. A major development at Ohio University during the 1980s is the ALICE system, an online locally integrated library system which interfaces with OCLC (now the OCLC Online Computer Library Center, Inc.) for online shared cataloging and interlibrary loans. ALICE offers an online public access catalog, acquisitions, circulation, and serials control. Based on the Virginia Tech Library System (VTLS) software, ALICE uses microwave and telephone lines to serve libraries at five regional campuses in a network mode. Other advancements include: (1) the growth of online database searching; (2) expanding nonprint collections that include new formats; and (3) growing use of CD-ROM based information. A new development foreseen for the 1990s is a

Subject Heading list, including use of subdivisions and experimenting with subject cross references; (9) assigning classification numbers to library materials using Dewey Decimal Classification; and (10) sorting catalog cards received with library materials and following basic rules for filing catalog cards in a library card catalog. (SD)

ED 315 095   IR 053 072

Brandt, Garnet
Curriculum Guide for School Library Media Program.
Southern Prairie AEA Media Center, Ottumwa, IA.
PUB DATE- 89
NOTE- 231p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Policy; Course Integrated Library Instruction; Elementary Secondary Education; *Learning Resources Centers; *Library Planning; Library Skills; Library Standards; *Long Range Planning; Media Specialists; Models; Needs Assessment; *Organizational Objectives; *Program Development; School Libraries; State Curriculum Guides; Thinking Skills; Worksheets

Presented by 15 staff and school media specialists among others, this giude is a model for developing school library media programs that will meet the information retrieval needs of students in the twenty-first century. The guide incorporates the new Iowa State Guidelines and provides for the infusion of the following areas into educational programs: career education; global studies; multi-cultural/nonsexist; technology in the curriculum; media/information skills; guidance; activity programs; and higher order thinking. Standards for library media programs are provided, including qualifications for library personnel, and policies and procedures for selection, replacement, gift acceptance, weeding, and reconsideration for school library media center and text materials. An action plan based on the American Association of School Libraries' publication, "Information Power: Guidelines for School Library Media Programs," is suggested together with worksheets for documenting progress made over several years in implementing the action steps. A program mapping instrument for instructors is included. Specific guidelines for conducting needs

citywide average of 30%, a 90% graduation rate, and a 100% college acceptance rate. The final section of the newsletter describes "Exploring Transfer." The aim of the program is to forge new connections between public and private educational institutions, between two- and four-year colleges, among faculties in different disciplines, and between previous experiences and future possibilities. Thus far, the program has achieved its primary objective of increasing transfer rates, with at least 70% of the first cohort transferring. (JMC)

ED 315 108 JC 900 088

AB 1725 Human Development Resources Plan, 1989-1990. El Camino Community College District.
El Camino Community Coll. District, Torrance, CA.
PUB DATE- 15 Oct 89
NOTE- 33p.; Attachment B is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Budgets; College Planning; Community Colleges; *Faculty Development; *Needs Assessment; Program Development; Program Implementation; School Holding Power; *Staff Development; *Student Attrition; Two Year Colleges
IDENTIFIERS- *California Human Resources Development Plans

The staff development plan presented in this paper was developed in 1989 at El Camino College (ECC) in compliance with California Assembly Bill (AB) 1725. The first sections describe how AB 1725 funding will be used to enhance staff development at the college, report the results of several needs assessment activities conducted to determine the staff development needs of faculty, administrators, and classified staff, and identify the major goals and objectives of the program. The next sections describe the major components of ECC's staff development program (e.g., in-service training, minigrants, conference funding, high technology training, and computer technology), the money budgeted, and the timeline of activities planned for each category. Attachment A of the plan reports on the results of a workshop for classified staff and faculty on "Education and Retention." A summary is provided of the comments of Dr. Vincent Tinto regarding the the importance of personal contact with students, a commitment to students, and a universities, asbestos and hazardous building materials, the impact of faculty retirements, health insurance for community college retirees, local tax revenue inadequacies in certain districts, professional development, the effectiveness of the experimental State Community College, state funding inadequacies for education, student financial aid, technology transfer, and the new federal Trade Bill and dislocated worker centers. (JMC)

ED 315 121 JC 900 108

Personnel Responsibilities: Issues and Perspectives. Trustee Monograph Series.
Florida State Board of Community Colleges, Tallahassee.
PUB DATE- 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Freedom; Affirmative Action; College Administration; Community Colleges; Educational Legislation; Faculty Evaluation; Faculty Promotion; Labor Relations; *Personnel Evaluation; Personnel Management; *Personnel Needs; *Personnel Policy; Professional Development; Staff Development; State Departments of Education; *Tenure; *Trustees; Two Year Colleges
IDENTIFIERS- *Florida

This monograph was written to provide community college trustees in Florida with a broad perspective on personnel issues by addressing national and state personnel issues that trustees encounter in higher education. Following a historical overview of governance in higher education, the monograph identifies and addresses eight issues separately: (1) academic freedom, including guidelines and a discussion of the legal ramifications of the freedom of faculty to pursue work in their field independently; (2) affirmative action, covering promotion policies, affirmative action program guidelines, state equity requirements, and historical legislation relating to minority opportunity in higher education; (3) the Florida Community College System's tenure system and general features of tenure systems, including due process, staffing patterns, and salary schedules; (4) evaluation including faculty evaluation, other personnel evaluation, procedures, annual reviews, and implementation strategies; (5) professional development covering reasons for conducting inservice training, characteristics of indicated that SMC students slightly outperformed their non-SMC counterparts; (5) in comparison to the non-SMC students, the SMC students tended to take more general education courses, rather than vocational or occupational courses; (6) 66% of the SMC students took art, music, theater, and dance compared to 54% of their non-SMC counterparts; (7) non-SMC students spent more time than SMC students with their counselors and advisors; (8) SMC students under-utilized their faculty members, counselors, advisors, and several campus services, such as writing laboratories, learning centers, and library facilities; and (9) SMC students were no different than their non-SMC counterparts in their estimation of the progress they had made toward attaining several educational goals, both groups indicating only "some" progress toward these goals. The survey instrument is appended. (JMC)

ED 315 133 JC 900 122

Scott, David
Transfer Study Data.
Bakersfield Coll., Calif.
PUB DATE- 15 Jun 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *College Transfer Students; Community Colleges; Enrollment Trends; Grade Point Average; Higher Education; Longitudinal Studies; Majors (Students); *Minority Groups; State Colleges; State Universities; *Student Characteristics; Tables (Data); Two Year Colleges

Longitudinal data are presented relating to Bakersfield College (BC) students who transferred to public four-year colleges and universities. Highlighted findings include the following: (1) first-time transfers from BC to the California State University and College (CSUC) system increased by 19.4% from fall 1987 to fall 1988, the highest since the inception of the transfer study; (2) total numbers to transfer to Cal-State Bakersfield (CSB) increased from 243 to 295, the highest since 1975; (3) first-time transfers to the University of California (UC) system decreased from 27 to 19 from fall 1987 to fall 1988, the lowest since the inception of the transfer study; (4) a greater percentage of female students than male students were transferring; (5) though CSU figures represented

ED 315 146 PS 018 468

Our Children--Our Future: The Care and Education of Young Children. Proceedings of a State Education Policy Symposium (Virginia Beach, Virginia, July 20-21, 1989).

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 52p.
CONTRACT- 400-86-0001
AVAILABLE FROM- AEL Resource Center, P.O. Box 1348, Charleston, WV 25325 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *At Risk Persons; *Childhood Needs; *Day Care; Disabilities; *Early Childhood Education; Early Parenthood; Economic Factors; Educational Policy; Educational Quality; Federal Government; Financial Support; Government Role; *Intervention; Kindergarten; Labor Force; Parent Education; Preschool Education; Seminars; *State Programs
IDENTIFIERS- Developmentally Appropriate Programs; Kentucky; Program Characteristics; Virginia

This report documents the proceedings of a symposium on education and care of young children from birth to 10 years of age. Participants included state policymakers, key educators, and public and private service providers from Kentucky, Tennessee, Virginia, and West Virginia. The report contains the symposium agenda, edited remarks of three general session presenters, presentation highlights of the 12 concurrent sessions, and biographical sketches of the presenters. General session presenters described a vision for the first decade of life, explored the shaping of a state-level children's policy agenda, and discussed the crisis of at-risk children and families. Concurrent sessions were devoted to: (1) qualities of effective parent education, support, and involvement; (2) kindergarten entry, placement, and processes; (3) public education's leadership role in preschool for the handicapped; (4) the case for developmentally appropriate practices; (5) federal initiatives for young children and their families; (6) policies for teen parents and pregnancy prevention; (7) long-term effects of preschool program quality; (8) characteristics of a high quality

ED 315 160 PS 018 534

The Standards of Quality and Curriculum Guidelines for Preschool Programs for Four Year Olds. (Revised Edition).

Michigan State Board of Education, Lansing.

PUB DATE- 16 Jul 87
NOTE- 83p.; For related document, see PS 018 533.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Advisory Committees; Community Involvement; *Criteria; *Curriculum Development; Definitions; Educational Environment; Educational Equipment; Educational Philosophy; Educational Quality; Family Involvement; Financial Support; Parent Participation; *Preschool Curriculum; Preschool Education; Preschool Teachers; *Program Development; *Standards; State Curriculum Guides; Supervisors
IDENTIFIERS- Michigan; *Quality Indicators

This document provides guidelines for administrators, practitioners, and parents to use in developing high quality preschool education programs for 4-year-olds. Ideas presented in the document are based on principles set forth and confirmed by research on individual needs of young children, child development, and the conditions under which children learn best. Contents provide standards for nine areas of program operation: (1) philosophy; (2) population and access; (3) curriculum; (4) learning environment and equipment; (5) advisory council and community involvement; (6) parent and family involvement; (7) funding; (8) administrative and supervisory personnel; and (9) instructional staff personnel. Standards and criteria of each area of program operation are described. Standards are offered as measures for qualitative and quantitative assessment of preschool programs and are recommended as guidelines for curriculum development. Each criterion is elaborated in terms of quality indicators which can be used to determine the extent to which standards are met. Definitions and a brief statement of the early childhood education philosophy of the Michigan State Board of Education are provided. Over 60 research-based references that support the contents of the guide are cited. (RH)

ED 315 161 PS 018 547

ED 315 175 PS 018 566

MacNamara, John C.
Dissemination of the Project's Findings. National Seminar--Ireland (11th, Dublin, Ireland, December 5-8, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)72
PUB DATE- 17 Oct 89
NOTE- 12p.; For related documents, see PS 018 563-565.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Background; Educational Change; *Educational Innovation; Educational Principles; *Elementary Education; Foreign Countries; *Program Implementation
IDENTIFIERS- Inspectors; *Ireland; Netherlands; *Program Characteristics

On December 7, 1988, the director of the Regional Pedagogic Centre of the Netherlands, Dook Kopmels, presented a workshop that focused on primary education in Ireland. Contents concerned: (1) official aims of primary education in Ireland; (2) responsibility for organizing primary education at national, regional, local, and school levels; (3) the number of primary school pupils and teachers; (4) arrangements for grouping pupils and official class sizes; (5) length of school day, week, and year; (6) major areas of primary school curriculum; (7) the Conference of Primary School Inspectors; (8) the Council of Europe's Council for Cultural Cooperation's Project No. 8, "Innovation in Primary Education"; (9) basic educational principles for effective educational innovation in primary schools that were derived from experiences with Project No. 8 contact schools; (10) results of Project No. 8; and (11) primary education in the Netherlands. (RH)

ED 315 176 PS 018 569

Hallingby, Leigh, Comp.
Young Children in Poverty: An Annotated Bibliography of Books and Reports.

ED 315 189 PS 018 585

S.123. A Bill To Provide Financial Assistance to States and Localities for High Quality Early Childhood Development Programs for Prekindergarten Children, and for Other Purposes. 101st Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 12 Jun 89
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Involvement; *Compensatory Education; *Early Childhood Education; Educational Facilities; *Federal Aid; Federal Government; Federal Legislation; Full Day Half Day Schedules; Government Role; Limited English Speaking; Parent Education; *Preschool Children; State Government; Year Round Schools
IDENTIFIERS- Congress 101st; *Early Childhood Development Programs

This document presents the amended text of S. 123, cited as "Smart Start: The Community Collaborative for Early Childhood Development Act of 1989," a bill to provide financial assistance to states and localities for high quality early childhood development programs for prekindergarten children. Sections concern: (1) the short title and table of contents; (2) statement of findings and purpose; (3) definitions; (4) program authorization; (5) eligibility for federal assistance; (6) allotments to states; (7) locality and within-state allocation; (8) planning grants; (9) state advisory task forces; (10) lead state agencies; (11) state applications and state plans; (12) local policy groups; (13) local plans and applications; (14) eligible children and families; (15) use of funds; (16) minimum standards; (17) federal administrative provisions; (18) evaluation; (19) nondiscrimination; (20) payments, the nonfederal share, supplementation of funding; and (21) records and audits. (RH)

ED 315 190 PS 018 586

component, academic degree programs, and a support services program including courses in independent living skills. This paper suggests quality programs using a comprehensive, holistic approach can successfully prepare hearing-impaired students for the world of work. (TES)

ED 315 203 RC 017 259

Porterfield, Jan

Alaska Consortium for Transition Services (ACTS). Rural Transition Planning for Secondary Students with Severe Disabilities: The Alaska Experience.

PUB DATE- Mar 89

NOTE- 12p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agency Cooperation; Alaska Natives; Community Programs; Exceptional Persons; *Normalization (Handicapped); Rural Areas; *Rural Education; Secondary Education; *Severe Disabilities; Special Education; State Programs; *Transitional Programs

IDENTIFIERS- Alaska; *Alaska Consortium for Transition Services; *Individual Transition Plans

The Alaska Consortium for Transition Services (ACTS) is a federally funded project to develop and implement secondary transition planning for rural Alaska students with severe disabilities. Secondary transition is the process of change occurring as students prepare to move from high school to adult life. As rural Alaska's severely disabled children become adults and want to live more independently, program service options decrease. Especially for rural Alaskan students, effective planning would include curriculum that teaches skills relating to subsistence, communal, and cultural activities. Transition Planning (TP) helps disabled students join society as adults. ACTS works at the state, regional, and local level to establish a secondary TP model that is culturally sensitive and adaptable to the unique needs of each rural community. Effective TP should be early, individualized and systematic, and should include parent or caregiver participation. ACTS focuses on community-based service delivery and emphasizes cooperation among agencies. Each student's individual transition behaviors are not always "critical," and that educational personnel have the responsibility to teach children even if all adaptive behaviors are not intact. (TES)

ED 315 217 RC 017 273

McLaughlin, John A.; And Others
Delivery of Training and Technical Assistance to Rural Local Educational Agencies: The Special Education Technical Assistance Centers at Virginia Tech.
PUB DATE- Mar 89
NOTE- 9p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; *Disabilities; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Institutes (Training Programs); Institutional Cooperation; *Rural Areas; Rural Education; School Districts; *Special Education; *Technical Assistance
IDENTIFIERS- Technical Assistance Centers; Virginia (Southwest); *Virginia Polytechnic Inst and State Univ

The Virginia Tech Technical Assistance Center is a collaborative effort among the state education agency, local school districts, and Virginia Tech. The center and its two components, the Severe-Profound Technical Assistance Center (TAC) and the Mild-Moderate TAC, are operated under the school's Institute for the Study of Exceptionalities, designed to meet ongoing training and technical assistance needs of people serving Virginia's special needs populations. Students with severe handicaps present special programming challenges for local school divisions. The small size and distribution of the population, a scarcity of teachers, and other service issues must be taken into account. The center provides state of the art programming information to address unique needs in each locality. The Severely Handicapped TAC is operated on the assumption that collaboration among teachers and administrators is vital to services. The first months of field work yielded knowledge about administrators, teachers, and special education in Southwest Virginia that guided the center and provided the framework for its activities. The center continues to develop a and (5) established a statewide network of scientists, technicians, and naturalists willing to conduct science programs in rural schools on a volunteer basis. This report includes the results of project evaluations of first and second year activities and the Summer Elementary Science Teachers' Institute. (SV)

ED 315 231 RC 017 287

Salzberg, Charles L.; And Others
The Application of Video Disc Technology in Preservice Teacher Training.
PUB DATE- Mar 89
NOTE- 7p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Instruction; Course Organization; Educational Technology; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Methods Courses; *Preservice Teacher Education; Rural Areas; *Rural Education; Teacher Education Programs; *Videodisks

Rural school districts have problems providing specialized training to staff in remote areas, and rural teachers often need specialized knowledge because of the lack of programs for rural students with low incidence handicaps. Emerging videodisc technology may lessen some of these difficulties. Utah State University has developed a videodisc-assisted training program for preservice teachers entitled "Effective Instruction: Techniques for Classroom Interaction." This group instruction program contains four units: (1) a five-step sequence that teaches trainees to monitor student responses, reinforce accurate performance, and correct errors; (2) how to use modeling, simplify complex responses, and use physical prompts and leading questions to help students arrive at correct answers on their own; (3) how to minimize problem behavior and encourage student attention to work; and (4) effective strategies for teaching overly dependent, careless, or mildly disruptive students. All units use the same lesson structure: home study of reading materials followed by in-class videodisc-based discrimination training, roleplay simulations, and supervised practicum. Level 1 (instructor controlled) videodisc programs have students to practice cognitive operations. By setting goals, teachers may be able to help language-impaired children better understand and answer their questions. Four tables and nine references are attached. (TES)

ED 315 244 RC 017 300

Bodensteiner, Michael

Meeting the Prevention Needs of Rural School Districts.

PUB DATE- Mar 89

NOTE- 8p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Alcohol Education; Cooperative Programs; Drug Education; Educational Cooperation; *Education Service Centers; Elementary Secondary Education; *Health Promotion; *Prevention; *Public Education; *Rural Education; Rural Schools; School Districts; *Shared Resources and Services

IDENTIFIERS- Kansas (Southeast)

Recent societal changes have forced public education to assume many responsibilities that have been the traditional role of parents and family. The sheer number of pressing social problems, their multifaceted nature, and the lack of resources are particularly problematic for rural school districts. The Southeast Kansas Education Service Center (ESC) has established a wide range of prevention services to accommodate the unique needs of rural school districts while recognizing the importance of district autonomy. Each of ESC's projects has been developed through the cooperative efforts of many rural school districts. These projects have evolved into a comprehensive support system that assists schools with the implementation of health and prevention services. Specific ESC prevention services include: (1) staff development and training focusing on alcohol and drug abuse, life skills development, positive alternatives, and social policy; (2) dissemination of instructional support materials, such as computer software, instructional television programs, and science materials; (3) development of the K-12 Healthy Living Curriculum; (4) curriculum development and staff training related to special education prevention services; and (5) application of educational technology

ED 315 257 RC 017 372

Vavrek, Bernard, Ed.; Pratt, Mary Lou, Ed.
The Rural Bookmobile: Quality as a Basic Ingredient. Conference Proceedings (2nd, Columbus, Ohio, June 18-20, 1986).
Clarion Univ. of Pennsylvania.; Ohio State Library, Columbus.
PUB DATE- 87
NOTE- 159p.; Published by the Center for the Study of Rural Librarianship.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bookmobiles; Library Extension; Library Research; *Library Services; Mobile Educational Services; Outreach Programs; Program Development; Program Effectiveness; *Rural Areas; Rural Education
IDENTIFIERS- Library Access Services; *Rural Libraries

Nine papers make up this proceedings on bookmobile services to rural areas. The primary theme of the conference was "programming," with emphasis on quality of services and how to market the bookmobile in communities. Although the primary focus is on rural library services, many of the ideas in these papers can be applied to metropolitan areas. The article titles and authors are: "Quality Bookmobile Programming," by John Christenson; "Quality of Rural Bookmobile Service: Research Findings," by Bernard Vavrek; "Reference Service and Peer Coach Training," by Nancy Bolin; "Information and Referral Application to Bookmobile Service," by John Christenson; "Marketing Principles and the Bookmobile," by Joseph Grunenwald; "From Horse Drawn Carts to...?" an examination of the history and future of bookmobiles by Ed Klee, Rob Rapp, and Robert Saunter; "Bookmobile Specification and Design for the Future," by Stanley C. Fry, Russ Topping, and A. Wayne Baehr; "Automation to Improve Services," by Jonathan Louden, Katherine Phenix and Ann Mort; and a conference "Wrap-Up" by Bernard Vavrek. (TES)

ED 315 258 RC 017 373

ED 315 271   SE 051 141

New Horizons in Electrochemical Science and Technology. Report of the Committee on Electrochemical Aspects of Energy Conservation and Production.

National Academy of Sciences - National Research Council, Washington, DC. National Materials Advisory Board.

SPONS. AGENCY- Department of Energy, Washington, D.C.
REPORT NO.- ISBN-0-309-03735-2; NMAB-438-1
PUB DATE- 86
NOTE- 160p.
CONTRACT- DOE-B-M4455-A-Z
AVAILABLE FROM- National Technical Information Service, 1420 Port Royal Road, Springfield, VA 22161.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; *College Science; Electrical Occupations; *Electronics; *Engineering; Health; Higher Education; Research; *Research and Development; *Science and Society; Science Education; *Technological Advancement
IDENTIFIERS- *Electrochemistry

Electrochemical phenomena play a fundamental role in providing essential materials and devices for modern society. This report reviews the status of current knowledge of electrochemical science and technology and makes recommendations for future research and development in this multidisciplinary field. The report identifies new technological opportunities in widely diverse applications, including batteries and fuel cells, biomedical and health care, coatings and films, corrosion, electrochemical surface processing, manufacturing and waste utilization, membranes, microelectronics, and sensors. In addition, opportunities for cross-cutting research in key areas that will provide the technology base needed in the future are delineated. These areas include electrochemical engineering, in situ characterization, interfacial structure, materials, photoelectrochemistry, plasmas, and surface reactions. The socioeconomic impact of electrochemical technology is summarized and compared with current federal support levels. Concerns are noted regarding constraints on basic research arising from support along traditional disciplinary lines and inadequate attention given to exploratory development as well as to science and technology transfer. (Author)

ED 315 287 SE 051 168

The Changing Mathematics Curriculum. A Booklet for Parents.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0777-6
PUB DATE- 89
NOTE- 16p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.00 for 10 copies; $30.00 for 100 copies; $230.00 for 1000 copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; Mathematics Achievement; *Mathematics Anxiety; *Mathematics Curriculum; Mathematics Education; Mathematics Teachers; *Parent Education; *Parent Materials; Parent Role; Parent School Relationship; *Parent Student Relationship; Secondary School Mathematics

This booklet provides a guide for parents to help their children become successful in mathematics. The information contained is divided into four sections: (1) "Important Facts About Mathematics"; (2) "What To Expect in Your Child's Math Class"; (3) "Helping Your Child at Home"; and (4) "Planning for Your Child's Success in Mathematics." Sources of additional help and information are provided at the back of the booklet. (YP)

ED 315 288 SE 051 169

Edbrooke, Jill
Youth and Environment Training Project: Mid-Project Review.
Council for Environmental Education, London (England).
PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 315 303 SE 051 184

Roth, Kathleen J.
Conceptual Understanding and Higher Level Thinking in the Elementary Science Curriculum: Three Perspectives. Elementary Subjects Center Series No. 12.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 137p.
GRANT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State Univ., 252 Erickson Hall, East Lansing, MI 48824 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Objectives; Elementary Education; *Elementary School Science; *Literature Reviews; Process Education; *Science and Society; Science Education; *Science Instruction; Science Teachers; Scientific Attitudes; *Teaching Methods; Technology

The document reviews the literature concerning the goals of elementary school science teaching. The review indicated a consensus among scientists and science education experts that elementary school science instruction should promote meaningful understanding of science concepts, processes, and attitudes. Students should not just be memorizing scientific facts; they should be developing higher order thinking skills. However, the experts differ in their descriptions of the kinds of higher level thinking that elementary children should develop. As a result, teachers are faced with long lists of goals that do not support them in providing coherent, meaningful science instruction. The paper argues that a coherent model that focuses on a limited set of goals may be more productive in helping elementary teachers provide meaningful learning opportunities for their students. It reviews three perspectives on science teaching that hold promise for providing such a framework; an inquiry perspective, a science-technology-society perspective, and a conceptual change perspective. The similarities and differences of the three perspectives are discussed and the paper concludes with personal reflections from the author's own teaching. (Author/CW)

district resource centers in the Greater New York Area. (CW)

ED 315 320 SE 051 218

Conrey, Kathleen

Lecture Notes on Human Anatomy. Part One, Fourth Edition.

PUB DATE- Sep 89

NOTE- 79p.; For related documents, see SE 051 219-221. Black and white illustrations will not reproduce clearly.

AVAILABLE FROM- Aramaki Design and Publications, 12077 Jefferson Blvd., Culver City, CA 90506 ($7.75).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Anatomy; *Biological Sciences; *College Science; Higher Education; *Human Body; *Lecture Method; Science Education; Secondary Education; Secondary School Science; Teaching Guides; Teaching Methods

During the process of studying the specific course content of human anatomy, students are being educated to expand their vocabulary, deal successfully with complex tasks, and use a specific way of thinking. This is the first volume in a set of notes which are designed to accompany a lecture series in human anatomy. This volume includes discussions of anatomical planes and positions, body cavities, and architecture; studies of the skeleton including bones and joints; studies of the musculature of the body; and studies of the nervous system including the central, autonomic, motor and sensory systems. (CW)

ED 315 321 SE 051 219

Conrey, Kathleen

Laboratory Instructions and Study Guide for Human Anatomy. Part One, Fourth Edition.

PUB DATE- Sep 89

NOTE- 91p.; For related documents, see SE 051 218-221. Black and

ED 315 336 SO 020 498

Tucker, James F. Garber, Barbara W.
My Money: A Four-Part Series on Money for Students in Elementary School.
Federal Reserve Bank of Richmond, Va.
PUB DATE- Oct 88
NOTE- 28p.; For related documents, see SO 020 496-499.
AVAILABLE FROM- Public Services Department, Federal Reserve Bank of Richmond, P.O. Box 27622, Richmond, VA 23261 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; Curriculum Enrichment; Economics; *Economics Education; Elementary Education; Elementary School Curriculum; Learning Modules; *Monetary Systems; *Social Studies; Teaching Guides
IDENTIFIERS- *Money

Information about the money most likely used by elementary school students in their transactions is presented in a four-part series. The unit is designed to supplement the teacher's regularly assigned materials in economics education. Each successive part presumes some incremental educational experience by the students. Part 1 includes lessons on the recognition of coins up to a dime and numerical relationships among these coins, coloring exercises, and exercises involving beginner's arithmetic. Part 2 contains lessons on the recognition of coins up to a quarter and numerical relationships among these coins, and arithmetic exercises on how to make change. Part 3 includes a lesson on the recognition of money up to a dollar, a lesson on the uses of money, and an exercise on making change. Part 4 consists of lessons on agencies that produce currency, the flow of currency from those agencies to the general public, and the demand for and supply of money. Test questions are included. Each part has a one-page teacher's guide that gives the general description, objectives, and format of the subject matter, and includes suggestions for classroom procedures. (JB)

problems, including language barriers, stereotypes associated with being hispanic, special insecurities experienced by women, role changes, isolation, and alienation from families. Attitudes about return migration appear to be different in men and women. Men more often wish to return to the society in which their status was clear and simple, while women often feel they have gained status and identity by coming to the United States. (MSE)

ED 314 954 FL 018 308

Zamel, Vivian
The Teaching of Writing: Toward a Pedagogy of Questions.
PUB DATE- 89
NOTE- 26p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Students; Educational Environment; *English (Second Language); Higher Education; Second Language Instruction; *Student Attitudes; Student Experience; *Teacher Student Relationship; *Teaching Methods; Writing (Composition); *Writing Instruction; Writing Processes

Two case studies of student writers of English as a Second Language (ESL), interviewed and observed over a period of two semesters focused on the ways that the students' different experiences affected their reflections about and attitudes toward writing. Teachers and tutors were also interviewed. The three students began the study enrolled in the same college pre-composition course. The students experienced success and frustration according to their skills and classroom environments. It is observed that the initial classroom experience with writing in the pre-composition course followed a model of instruction that discouraged both skilled and unskilled students to think critically, write to explore, generate hypotheses, inquire, and create meaning. The teacher of the second course acknowledged, validated and extended student's contributions. A review of related literature supports the validity of the "pedagogy of questions," of posing a few answerless riddles, which appears to empower both students and teachers in the process of discovery. (MSE)

PUB DATE- 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Programs; *Educational Administration; *Graduate Students; Higher Education; Opinions; Questionnaires; Sex Differences; State Universities; *Student Attitudes
IDENTIFIERS- University of Tennessee Knoxville

The study examined attitudes of graduate students (N=172) in the College of Education at the University of Tennessee (Knoxville) toward their programs. A 12-item self-administered questionnaire was developed in which 6 questions addressed administrative issues and 6 related to instructional ones. Initial analysis of results utilizing computer database capabilities led to further investigation which compared students in Educational Leadership with other doctoral students, Ed.D students to Ph.D. students, and male to female doctoral students. Students rated the six instructional items higher than the administrative ones. Ed.D students ranked adequacy of communication of program requirements significantly lower than did Ph.D. students. Doctoral students in Educational Leadership had significantly less favorable attitudes than other doctoral students toward: (1) professors' knowledge of subject matter; (2) quality of orientation; and (3) relationship of course content to recent research. There were no significant differences between male and female students' attitudes. The survey is appended. 12 references. (DB)

ED 314 970 HE 023 124

Smoot, Joseph G.
Development Achievements at Pittsburg State University for Fiscal Year 1989.
Pittsburg State Univ., Kans.
PUB DATE- 89
NOTE- 180p.; For the 1988 report, see ED 303 129.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

type of training needed to prepare graduates to work with rural women. Eleven recommendations by participants provide a guide for further planning. Appendixes include participant names and affiliations, recommendations, the agenda, and evaluation forms. 14 references. (DB)

ED 314 983 HE 023 144

Adrian, William B.; And Others
A Proposal That Oklahoma State University's Department of Educational Administration and Higher Education Be Permitted To Grand the Ph.D.
Oklahoma State Univ., Stillwater. Dept. of Educational Administration and Higher Education.
PUB DATE- Dec 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Doctoral Degrees; *Doctoral Programs; *Educational Administration; Faculty Development; Faculty Publishing; Higher Education; *Postsecondary Education as a Field of Study
IDENTIFIERS- *Oklahoma State University

A proposal requesting approval to grant the Ph.D. as well as the Ed.D. to doctoral students in Educational Administration and Higher Education (EAHED) is presented. The proposal describes strengths and weaknesses of the present program and documents the program's development from one concentrating primarily on teaching and advising students to one that is also strong in research and publication. The first section addresses concerns expressed in response to a previous Proposal. Departmental improvements are cited in the areas of: (1) scholarly stature of the EAHED faculty; (2) the lack of a strong cognate area in the proposed Ph.D. program; and (3) lack of differences in a dissertation requirements between the Ph.D. and Ed.D. degrees. The need for a Ph.D. option is justified in terms of regional and national trends, student interest, doctoral program enrollment, current doctoral programs in Oklahoma, and employment prospects. The proposed Ph.D. option is then detailed including projected requirements, examples of plans of study, admission requirements, and entrance examinations. Resources available for the Ph.D. option are noted and include existing faculty and facilities and equipment. (DB) college. (SM)

ED 314 997 HE 023 163

Lowther, Malcom A.; And Others

Preparing Course Syllabi for Improved Communication.

National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 89

NOTE- 35p.

GRANT- G008690010

AVAILABLE FROM- Program on Curriculum Design, NCRIPTAL, 2400 SEB, University of Michigan, Ann Arbor, MI 48109-1259 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- College Faculty; *Communication (Thought Transfer); Course Content; *Course Descriptions; *Curriculum Development; Educational Development; Educational Planning; Guides; Higher Education; Instruction; Instructional Development; Learning; Program Content; Teaching Guides

This guide was developed in response to faculty inquiries about how to prepare more effective syllabi. Its content was derived from several sources: discussions with faculty about course planning procedures; interviews with students; reviews of workshops and other literature; and analysis of a large number of syllabi from different disciplines. College faculty use a variety of techniques for communicating course plans and expectations to students, the most commonly used technique being the course outline or syllabus. Syllabi are designed to communicate course information and instructor views of the courses to the student. The syllabus is a very effective tool for improving communication between the instructor and the student, and it serves as an agreement about the purpose and direction of the course. After some suggestions on using the syllabus guide, the guide then provides suggestions for the following 10 syllabus sections: instructor and course; course purpose, goals, and objectives; educational beliefs; content outline; assignments and course calendar; textbooks; supplementary readings; methods of instruction; student feedback and grading procedures; and learning facilities and resources for students.

ED 315 011 HE 023 177

Jeanneret, Marsh
God and Mammon. Universities as Publishers.
REPORT NO.- ISBN-0-252-01696-3
PUB DATE- 89
NOTE- 380p.
AVAILABLE FROM- University of Illinois Press, 54 East Gregory Drive, Champaign, IL. 61820 ($32.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- *Economic Factors; Higher Education; History; Opinions; Personal Narratives; *Publishing Industry; *School Business Relationship; *Trend Analysis
IDENTIFIERS- University of Toronto (Canada); *University Presses

This book by the director of the University of Toronto Press, reviews the last 50 years in the history of university publishing (with emphasis on Toronto) and expresses concern about the accelerating trend by university presses to offset the cost of producing learned books and journals by profits from a simultaneous program of commercial publishing and printing. Written from the perspective of almost 25 year's experience, the book contains anecdotes about the director's work with many famous authors, editors and publishers as well as the publication of such works as the Dictionary of Canadian Biography and Marshall McLuahan's "The Gutenberg Galaxy". Other topics considered in the book are the right to copy, American Canadian relations in publishing, the economics of publishing, scholarly journals, and values in publishing. (DB)

ED 315 012 HE 023 178

Ronkowski, Shirley
Changes in Teaching Assistant Concerns over Time.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the National Conference on the Training and Employment of Teaching Assistants (2nd, Seattle, WA, November 15-18, 1989).

arts. The literature review begins by examining the goals of a liberal education as they relate to field experience. The outcomes of field experience education are outlined along four psychosocial dimensions: career development outcomes; personal development outcomes; cognitive development outcomes; and learning outcomes. A review of the contributions of cognitive development theory to field experience leads to the conclusion that field experience is an effective educational method that enhances undergraduate learning and cognition in the liberal arts. The paper then examines some issues that make reporting on field experience difficult, such as varying views on the differential effects of the work and schooling components of cooperative educaiton. It is concluded that research is needed specifically in three areas: relating the outcomes of field experience to the outcomes of a liberal education; examining the impact of field experience on cognitive development and learning outcomes; and comparing how differing formats of field experience impact learning and cognitive development. (DB)

ED 315 025 HE 023 192

Soumelis, Constantin
Changing Patterns of Finance in Higher Education. Country Study: Greece.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- 88
NOTE- 66p.
AVAILABLE FROM- OECD, 2, rue Andre Pascal, 75775 Paris CEDEX 16 France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Delivery Systems; *Educational Economics; *Educational Finance; *Enrollment Trends; Financial Policy; Financial Problems; Foreign Countries; Government Role; Higher Education; State Universities; *Trend Analysis; Vocational Schools
IDENTIFIERS- *Greece

The report examines trends and issues concerned with the financing of higher education in Greece from 1974 to 1988. Greek higher education, which is almost all public, has expanded at an average annual rate of 3% during the period with the non-university

Hiltz, Starr Roxanne

Learning in a Virtual Classroom. A Virtual Classroom on EIES: Final Evaluation Report. Volume 1.

New Jersey Inst. of Technology, Newark.

REPORT NO.- NJIT-RR-25
PUB DATE- 88
NOTE- 302p.; Funded by the Annenberg/CPB Project. For Volume 2, see IR 014 146.
AVAILABLE FROM- New Jersey Institute of Technology, Computerized Conferencing and Communications Center, 323 King Blvd., Newark, NJ 07102 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Networks; Computer Software; *Distance Education; Higher Education; *Instructional Effectiveness; *Intermode Differences; Microcomputers; *Online Systems; Questionnaires; Student Attitudes; Tables (Data); Telecommunications
IDENTIFIERS- *Virtual Classrooms

This first volume of a two-volume report describes a project at the New Jersey Institute of Technology (NJIT) which assessed the effectiveness of a Virtual Classroom (VC) in which students and teachers communicate through a computer-mediated system called the Electronic Information Exchange System (EIES). Chapter 1 provides background on project goals, learning in the VC, educational technology and effectiveness, software, a theoretical framework, and outcomes to be measured. A discussion of methodology, covering target courses and subjects, experimental design, evaluation, measurement, and data analysis is presented in Chapter 2. The next chapter deals with implementation problems related to student recruiting, equipment, software, resistance to collaborative learning, electronic pranks, and experimental controls. Chapter 4 describes student perceptions of the VC based on pre- and post-course questionnaires. Differences in course outcomes as affected by mode of delivery (completely online, mixed, or face-to-face) are discussed in Chapter 5, while Chapter 6 looks at the effects of student attitudes, attributes, behavior, and access conditions on outcomes. Findings are summarized in the final chapter. Appendixes include: (1) the baseline questionnaire for students, with frequency distributions; (2) the post-course questionnaire for students, with frequency distributions; (3) the questionnaire for students who dropped the course, with frequency distributions; (4) the guide for interviews with students; and (5) interview transcripts. (90 references) (MES)

Virginia State General Assembly, Richmond.
PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Legislation; Elementary Secondary Education; Microcomputers; *State Departments of Education; *State Programs
IDENTIFIERS- *Virginia

This response by the Virginia Department of Education to House Joint Resolution No. 118 of the General Assembly of Virginia, which requested the Department of Education to study initiatives to advance computer-assisted instruction, is based on input from state and national task forces and on a 1986 survey of 80 Viriginia school divisions. The status of computer literacy, computer science, business computer applications, use of the computer as a tool, computer-assisted instruction, computer-managed instruction, and computer-based instruction in Virginia is summarized. The impact on instructional computing of state legislation passed in 1983 is reviewed, and several services and products provided by the Department of Education to assist with the integration of instructional computing are listed. A rationale, study findings, and cost estimates are presented in support of the following recommendations: (1) improve the quality of instruction through technology; (2) support teachers and administrators with technology; (3) train educators to use technology to improve education; (4) improve the relevance of learning by reflecting technology-driven developments; (5) plan carefully for educational technology; and (6) develop funding and support mechanisms. Appendixes include the complete report of the Virginia task force, a chart showing recommended minimum educational utilization of computers for grades K-12, and a directory of task force members. A copy of the joint resolution is attached. (MES)

ED 315 053 IR 014 167

Braga, Jose Luiz; And Others
The Impact of Satellite Technology on University Teaching and Research.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

ED 315 067 IR 052 789

Bridge, Frank R.; Garcia, C. Rebecca
CD-ROM Technology for Libraries. Participant Workbook for a Workshop .
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- May 88
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Check Lists; Guidelines; Library Automation; *Library Material Selection; *Mass Media Use; *Optical Data Disks; *Standards; Workbooks
IDENTIFIERS- Procurement Personnel; *Vendors

This workbook, which was provided for the participants in a 1988 Texas State Library workshop on CD-ROM (Compact Disc-Read Only Memory) technology for libraries, begins with a series of outlines of workshop topics. These topics include: (1) standards for and the creation and operation of CD-ROM; (2) types of CD-ROM products; (3) procurement considerations; and (4) CD-ROM versus other media. A list of 184 vendors of CD-ROM products is then presented. Each entry includes the company name, address, telephone number, title and cost of product, contents of the disk(s), and type of product (database, software library, public access catalog, catalog information, acquisitions database, reference source, catalog support, or tutorial). An index to the vendor list by title of the CD-ROM product is also provided, as well as a 20-page glossary of terms and a 134-item bibliography of materials used in the preparation of the workshop. (CGD)

ED 315 068 IR 052 973

Podolsky, Arthur
Public Libraries in Nineteen States: 1987. Number of Libraries, Library Outlets, and Staff. E.D.TABS.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-314

statewide information system to facilitate library resource sharing. Five diagrams accompany the text. (13 references) (SD)

ED 315 082 IR 053 057

United States National Commission on Libraries and Information Science. Annual Report, 1986-1987.

National Commission on Libraries and Information Science, Washington, D. C.

PUB DATE- 29 Apr 88

NOTE- 55p.; For the 1982-83 and 1983-84 annual reports, see ED 258 581 and ED 257 472.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Information; Annual Reports; Cooperative Programs; Information Science; *Information Services; International Cooperation; *Needs Assessment; Older Adults; Preservation; Public Agencies; *Public Policy; User Needs (Information)

IDENTIFIERS- *National Commission Libraries Information Science

During fiscal year 1986-1987, the four major program thrusts of the National Commission on Libraries and Information Science (NCLIS) were: (1) access to information; (2) information technology and productivity; (3) improving library and information services to meet changing needs; and (4) policy planning and advice. NCLIS participated in a series of trilateral talks on information policy questions at the international level and continued its programs promoting literacy and basic reading programs. The first open forum for public comment and hearings on sensitive but unclassified information was sponsored by NCLIS during this time period. The year was also marked by a national campaign to provide all school-aged children with library cards, a nationally televised Bicentennial program and teach-in about the U.S. Constitution, a program on library partnership and programs for older adults, and advice to Congressional staff on enactments of library and education acts. (SD)

ED 315 083 IR 053 058

assessments and establishing mission statements and goals and accompanying worksheets are provided. A procedural guide addresses the integration of new teaching and learning activities into existing curricula. Appendixes include relevant administrative policies and objectives as well as model case studies from schools in various areas of the United States. (SD)

ED 315 096 IR 053 073

Kayler, Grant
A Framework for the Self-Study Portion of the University of Alberta Library System Review To Be Carried Out for the President's Advisory Committee on Campus Reviews (PACCR).
PUB DATE- 88
NOTE- 102p.; M.Ed. Thesis, University of Alberta.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Administrative Policy; *Evaluation Methods; Foreign Countries; Higher Education; *Institutional Evaluation; *Library Planning; Library Standards; *Long Range Planning; Needs Assessment; Organizational Objectives; *Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- University of Alberta (Canada)

The project that yielded this report developed a framework for the University of Alberta's library to guide the activities of the self-study portion of the university's Presidential Advisory Committee on Campus Review (PACCR). The framework demonstrates how the review process can be adapted to meet the particular needs of the library while remaining within the PACCR guidelines. It consists of both content and process elements, including an overall philosophical approach, functions and services to be reviewed, groups and individuals to be consulted, and other details. The framework indicates where procedures are needed rather than prescribing specific procedures. Three particularly significant topics in developing the framework were identified as the PACCR review process, evaluation processes generally, and the opinions of library staff as defined by reviews of PACCR documents. The literature on evaluation processes is described and discussions and interviews with library staff are included. The proposed framework is appended. Seven figures accompany the text. (87 references) (SD)

commitment to education. Faculty and staff members' areas of concern and recommendations for the improvement of education and retention are also presented. The final step step of the program gave all staff the opportunity to submit proposals for in-service programs, applications for conference requests, and mini-grants for innovative projects and research. A second attachment (attachment B) contains instructions and application forms for a variety of staff development opportunities. (JMC)

ED 315 109 JC 900 089

Staff Development Program: 1989-90. Glendale Community College.
Glendale Community Coll., CA.
PUB DATE- Aug 89
NOTE- 107p.; Uneven type quality in appendixes 1 and 15 of attachment.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College School Cooperation; Community Colleges; *Faculty Development; Grants; *Inservice Education; Inservice Teacher Education; Outreach Programs; Program Administration; Program Costs; Program Descriptions; *Staff Development; Teacher Workshops; Two Year Colleges
IDENTIFIERS- *California Human Resources Development Plans

In spring 1986, the Glendale Community College (GCC) Board of Trustees made a substantial financial commitment to establish and maintain a professional development program designed to benefit all full- and part-time college employees. The underlying goal of the staff development activities is to maximize student access and outcomes by synthesizing instructional and non-instructional services. The program is administered by a staff development officer (who is responsible for creating, planning, organizing, and implementing the college-wide program) and an advisory subcommittee. The staff development program includes the following components: (1) in-service professional development activities, including a guest lecture/workshop series, a faculty lecture series, special invitation lectures, lectures at lunch, computer literacy and software use instruction, minicourses and workshops, independent study, and in-service credit for participation in activities; (2) a grants program to fund innovative projects and scholarly research; (3) outreach programs, such as faculty lectures effective inservice education programs, and recommendations for implementing staff development; (6) personnel relations, collective bargaining, and grievance procedures; (7) administrative procedures, stipulated for community colleges in Florida under the Administrative Procedures Act; and (8) awards and recognition, offering ways in which colleges can recognize excellence in faculty and staff. References as well as a list of trustee responsibilities and duties pertaining to personnel are appended. (WJT)

ED 315 122 JC 900 109

Presidential Evaluation: Issues and Examples. Trustee Monograph Series.
Florida State Board of Community Colleges, Tallahassee.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Evaluation; *Board Administrator Relationship; *College Presidents; Community Colleges; *Evaluation Criteria; *Evaluation Methods; Policy Formation; Politics of Education; *Trustees; Two Year Colleges
IDENTIFIERS- *Florida

Prepared as a guide for community college trustees, this monograph discusses issues involved in the legislatively mandated annual evaluation of community college presidents in Florida. Following a general overview of presidential evaluation and legal bases for evaluation, eight issues, phrased as questions relating to presidential evaluation, are discussed. The first issue is whether or not a college should evaluate its president. This issue is discussed in terms of benefits from presidential evaluations, purposes for an evaluation, and potential pitfalls, including public relations problems and problems with the evaluation process itself. The second issue is whether an evaluation should be formal or informal. Advantages of both are listed, as well as other approaches and Florida requirements. The next issues relate to the criteria and types of rating scales which should be used in an evaluation. The fifth issue is who should conduct or participate in an evaluation. The sixth issue is when an evaluation should be conducted. The seventh is how the results should be reported, keeping in mind that the purpose of reporting results should be to

a slight increase in percentages of minorities to transfer, particularly of Hispanics, in comparison to the BC student percentages, more White and Asian students, and fewer Black and Hispanic students transferred; (6) the most popular majors at CSB were business and liberal studies, while the primary majors at Cal-State Fresno (CSF) were agriculture, business, engineering, and industrial arts; and (7) 47.4% of students who transferred to CSB in fall 1988 achieved a grade point average of 3.0 to 4.0, the highest since 1972. Sixteen data tables are attached. (JMC)

ED 315 134   JC 900 123

Zaritsky, Joyce Ship
Peer Tutoring: Issues and Concerns. Results of a Survey.
La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- 26 Sep 89
NOTE- 27p.; Sabbatical project report, LaGuardia Community College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; High Risk Students; *Peer Teaching; Postsecondary Education; Remedial Instruction; State Surveys; Supplementary Education; Teacher Student Relationship; *Tutorial Programs; *Tutors; Two Year Colleges; Universities
IDENTIFIERS- *New York

In 1988, a survey was conducted to determine the characteristics and extent of peer tutoring programs at two- and four-year colleges in New York. Data were also collected on supplemental instruction, a variant of peer tutoring in which the peer tutor works closely with a faculty member to help students in identified high-risk courses. Of the 270 surveys mailed, 32% were returned. The 59 responding institutions included 28 two-year colleges, 30 four-year colleges, and a technical institute. Survey findings included the following: (1) 95% of the institutions had at least one peer tutoring program; (2) 80% offered peer tutoring for remedial/developmental, entry-level, and advanced courses; (3) 32% selected tutors through faculty recommendations; (4) 96% paid their tutors, and 4% used other means to reward tutors; (5) 41% had centralized tutoring labs to supervise their tutoring programs; (6) institutions most commonly provided supplemental instruction in math, biology, business, chemistry, and English; (7) 96% provided peer tutors with training, with 29% using administrative personnel school-age child care program; (9) state initiatives for the care and education of young children (specifically, Kentucky and Virginia); (10) the state's role in assuring high quality practices for 4-year-olds; (11) the early childhood care and education work force; and (12) economic realities and funding options. (RH)

ED 315 147   PS 018 490

Garrett, Patricia
Working Mothers and Child Care in North Carolina.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
PUB DATE- Nov 88
NOTE- 22p.
AVAILABLE FROM- Bush Institute for Child and Family Policy, Frank Porter Graham Child Development Center, Suite 300, NCNB Plaza, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-8040.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- *Reports - Research/Technical* (143)
DESCRIPTORS- *Day Care; *Differences; Early Childhood Education; Educational Quality; *Employed Parents; Low Income Groups; *Mothers; *Public Policy; *Regional Characteristics; State Programs; Tables (Data)
IDENTIFIERS- *North Carolina

This pamphlet answers four basic questions: (1) What is known about working mothers in North Carolina? (2) What is known about child care arrangements in the state? (3) Are regional differences in maternal employment and child care important? (4) What do the answers to these questions reveal about public policies that could improve the well-being of families and children in North Carolina? Data indicate that very large numbers of mothers with young chidren are employed in the state and that their children need care. The number of preschool-age children has increased. Employment levels among women in all social groups have increased, but employment opportunities for women and men vary dramatically from county to county. The availability of licensed child care also varies from county to county. Availability appears more closely related to per capita income than to need as measured by female employment. Low wage rates often make it necessary for both husband and wife to work to support a family. Many families, even those with two wage-earners, cannot afford high quality child care. Affordability and quality of child care are especially problematic for

Zinsser, Caroline
Born and Raised in East Urban: A Community Study of Informal and Unregulated Child Care.
Center for Public Advocacy Research, New York, NY.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jan 90
NOTE- 88p.
AVAILABLE FROM- Caroline Zinsser, 45 East 62nd Street, New York, NY 10021 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Child Caregivers; Child Rearing; Community Study; Early Childhood Education; *Employment Experience; *Ethnic Groups; Ethnography; *Family Day Care; *Neighborhoods; Public Policy; *Social Change; Urban Areas; Urban Environment; Work Environment
IDENTIFIERS- *Babysitters

This ethnographic study investigated informal and unregulated child care in a white, ethnic, working class community in a Northeastern city, which is identified by the pseudonym "East Urban." The study includes stories about families of second and third generation descendants of mainly Italian immigrants who live in the close-knit communities where they were born. During 7 months of fieldwork, 50 formal interviews were completed with community representatives, parents, and caregivers; 25 were tape-recorded. Interviews were transcribed, summarized, and entered into a computerized, text-based data management system. Notes on unrecorded interviews and field observations were also entered into the system. Each section of data was indexed according to categories of content and the characteristics of the informant. The study revealed that even in this very traditional group, sole reliance on relatives and neighbors for child care is no longer realistic. Although informal and unregulated arrangements can be of good quality, the supply is no longer adequate. The study concludes that any national policy must respect the cultural settings in which people make choices about their children. Only by building policies that respect the cultural fabric of local communities can the quest for an effective national policy succeed. (RH)

ED 315 162 PS 018 548

National Center for Children in Poverty, New York, NY.
PUB DATE- Dec 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Day Care; *Early Childhood Education; Family Programs; Federal Programs; Health; Hunger; Insurance; Minority Groups; One Parent Family; Parent Education; *Poverty; Pregnancy; Public Policy; Welfare Services; *Young Children
IDENTIFIERS- Education of the Handicapped Act Amendments 1986; Food Distribution Programs; Welfare Reform

This annotated bibliography for program operators, policymakers, academics, interested students, and other professionals describes materials related to young children and families in poverty, social welfare policies, and prevention programs. The major criteria for the inclusion of materials were that the subject matter be appropriate and that the publications be in print and available for purchase from a publisher or distributor. (Most of the items listed have been published in the last 5 years, and some older or out-of-print classics may not appear.) Another criterion for inclusion was that the publication be national rather than local in scope. State and local reports on young children in poverty are not listed, nor are periodical articles. Many listed materials are published by nonprofit and governmental organizations and cannot be found in major indexes or libraries. Citations, in 13 sections, concern: (1) poverty; (2) children in poverty; (3) minorities; (4) single mothers; (5) the uninsured; (6) social policies; (7) welfare reform; (8) programs--general; (9) early childhood care and education; (10) family support and childhood education; (11) maternal and child health; (12) public law 99-457, and (13) hunger and food distribution. Price and ordering information is provided for each citation. (RH)

ED 315 177 PS 018 570

Newman, Sally
Training Older Adults for New Careers.
Pittsburgh Univ., PA. Center for Social and Urban Research.
PUB DATE- Mar 89
NOTE- 10p.; For related document, see PS 018 571. Paper presented at the Annual Meeting of the American Society on Aging (Washington,

Plunkett, Virginia R. L.; And Others
The Chapter 1 Instructional Quality Indicators (A Program Needs Assessment Device). Chapter 1, ECIA.
Colorado State Dept. of Education, Denver. Office of Federal Relations and Instructional Services.
PUB DATE- Jan 86
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Compensatory Education; *Elementary Education; Federal Programs; Individual Development; Instruction; Language Arts; Mathematics Skills; Models; *Needs Assessment; Questionnaires; Reading Skills; *Staff Development; Teacher Qualifications; *Test Construction
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Quality Indicators

A program needs assessment device, the Chapter 1 Instructional Quality Indicators (IQI), was developed for the purpose of guiding staff development by indicating areas of strength and weakness in Chapter 1 classroom practices and procedures. In this handbook, the development and administration of the IQI is discussed in section I. Section II provides growth and development charts for children of 4-5, 6-7, 7-8, 8-9, 9-10, and 11-13 years of age, respectively. A chart of indicators of pupil progress in language arts, reading, and mathematics is also provided. Section III, on staff development models, very briefly reports related research and describes seven selected models of staff development. The concluding secton IV provides a transcript of parts I and II of the IQI. Part I concerns Chapter 1 information to be provided by the Chapter 1 instructional staff; part II concerns observation and interview items to be completed by the assessor over a 2- to 4-week time frame and with a minimum of two observation periods. (RH)

ED 315 191 PS 018 587

Noppe, Illene C.; Ray, Melissa
Cross-Cultural Interactions in an American Day Care Setting.
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

plan emphasizes community-based instruction and activities. Project work began in February 1988, and an ACTS Consortium was formed consisting of 66 people. Members of the Consortium work to encourage development of the secondary transition process throughout Alaska. Two schools in one rural district were chosen as project "development schools." The program was used to plan students' job training and recreation activities. The ACTS process will be revised and disseminated in other rural districts as the project progresses. (TES)

ED 315 204 RC 017 260

Creekmore, W. N., III; And Others
Digital-First Approach to Teaching Temporal Concepts to Preschool Exceptional Children.
PUB DATE- Mar 89
NOTE- 9p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Strategies; Primary Education; Special Education; *Teaching Methods; *Time Perspective; *Young Children
IDENTIFIERS- Clocks; *Time Telling

This paper reviews traditional analog time-telling instructional procedures and introduces the Applied Digital Method (ADM), a newer technique using a digital paradigm. The ADM is a favorable method for teaching time-telling to special needs students and non-disabled young children. Students' rate of learning is greatly influenced by developmental variables of short-term memory, understanding abstract numerical concepts, and the desire and need to learn time-telling skills. Traditional uses of the sundial and one-handed clocks prove difficult for many children to comprehend. Development of these methods was based on the analog clock, once the only accurate timepiece available. While the analog clock face contains all numerals through 12 in hours, and zero through 59 in minutes, the digital timepiece displays only those numbers which are required to determine the time. The ADM, taught throughout the day, requires that certain in-class responsibilities be shifted from the teacher to the students. The method incorporates the use of a digital clock, static cardboard replicas, and wall murals network of local consultants and to work in the areas of library development, electronic networking, workshops, community coalition building, and inservice training. (TES)

ED 315 218 RC 017 274

Bull, Kay Sather
Five Year Teacher Education Programs: Potential Impact on Rural Schools.
PUB DATE- Mar 89
NOTE- 19p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Policy; Educational Quality; Elementary Secondary Education; Higher Education; Rural Education; *Rural Schools; Rural Urban Differences; *Teacher Education; Teacher Qualifications; *Teacher Recruitment; Teacher Supply and Demand
IDENTIFIERS- Holmes Group Report; Reform Efforts

Cries for reform in teacher education are based on reports of declining student test scores and criticisms that colleges of education fail to teach values held by conservatives and recruit below average students. However, reforms may cause hardships for rural schools because of the historically lower status of rural schools. The recommendations made by the Holmes Group for improving the quality of teaching and teacher education may cause problems in the small and rural schools. First, the recruitment of teachers for rural schools is difficult because the main source of rural education personnel, rural youth, is poorly educated; second, most of the research institutions eligible for teacher education are located in urban areas; third, rural schools need generalists with several minors, rather than specialists as suggested by the Holmes Group report. Rural school teachers are found in survey research to be less favorably inclined toward extended programs, more liberal arts coursework, field experience, and professional coursework, and less likely to agree that the standards in teacher education are too easy. Direct threat to rural schools by reforms in teacher education includes: reducing the numbers of teacher in the pipeline; driving up salaries due to career ladders and teacher

particular promise for inservice education in rural and remote areas because they are easy to disseminate, require only a videodisc player and monitor, and can be taught effectively by a wide range of instructors. However, it is important to emphasize that videodiscs elicit primarily verbal responses and must be integrated with applied training methods such as roleplay and supervised practicum. (SV)

ED 315 232 RC 017 288

Spruill, Jo Anna; And Others
The Transition of Secondary Age Students in Maine from High School to the Community.
PUB DATE- Mar 89
NOTE- 11p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Educational Practices; Educational Research; *Education Work Relationship; High Schools; *Rural Education; Rural Schools; School Community Programs; *Special Education; State Surveys; *Teacher Attitudes; Transitional Programs; *Vocational Education
IDENTIFIERS- *Maine

Four related research studies examined the transition of Maine special education students from high school to community and work. (1) A statewide survey of Maine special education teachers and administrators and vocational counselors found that significant gaps existed in transitional services provided to handicapped secondary school students, in accessibility to vocational training, and in assessment of student needs. Many professionals indicated unfamiliarity with the Carl Perkins Act and federal requirements for providing transition services. (2) Of 57 rural special educators who responded to a survey in northern Maine, over 75% reported that special needs students had access to special vocational education programs, particularly auto mechanics, auto body, and food services, but only 30% reported that community based training programs were available to these students. (3) Twelve educators interviewed in three rural and suburban school districts felt that school-based deficits and handicapped students' to prevention education. (SV)

ED 315 245   RC 017 301

Lipka, Richard P.; Gailey, Herbert A.
"Effective Schools" Policy Training for Rural School Boards.
PUB DATE- Mar 89
NOTE- 24p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Education; *Board of Education Policy; Boards of Education; *Community Involvement; *Cooperative Planning; *Curriculum Development; Educational Change; *Educational Improvement; Elementary Secondary Education; Management Development; Questionnaires; Rural Education; Rural Schools; *School Effectiveness; School Surveys
IDENTIFIERS- Kansas

This presentation describes a curriculum revitalization project begun in Spring, 1983 in Baxter Springs, Kansas. The cooperative "effective schools" effort used a broad base of support to establish a director of curriculum, create new school-university ties, focus a reading K-12 curriculum improvement effort, and hold instructional leadership sessions for district administrators. The Baxter Springs Board of Education shows continuing support for these curriculum efforts, which are the result of cooperation among educators, students, and the community at large. Success of the program relied upon the common effort to develop motives and processes for school improvement. A school improvement team should be selected and given time to work with all the school's constituents. In Baxter Springs, seven correlates developed by Lezotte and Bancroft (1985) were used to assess school needs. The correlates included such items as a safe and orderly environment, a clear and focused mission, and frequent monitoring of student progress. Responses to a questionnaire by nine rural school boards overseeing "effective schools" were categorized under each of the seven correlates. Questions dealt with such issues as the extent of teachers' non-teaching duties, long-range planning by principals, staff evaluations, home-school relations, and student attendance

Garkovich, Lorraine
Our Changing Communities: What the Future Holds.
PUB DATE- 26 Aug 89
NOTE- 16p.; Paper presented to the Annual Meeting of the Community Development Society (Lexington, KY, August 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Community Cooperation; *Community Development; Community Programs; *Cooperative Planning; *Decentralization; Economic Development; Organizational Change; *Public Policy; *Social Influences; Social Values

This speech examines how people perceive relationships among families, communities, and governments, and how these perceptions influence current family and community policies and programs. It also suggests new ways of understanding the nature of the social world and offers examples of policies and programs that stem from traditional beliefs and assumptions. Individualism, large-scale economic growth, and the primacy of local governments are profound influences on economic progress in communities. The emphasis on individualism, for example, has facilitated the privatization of American families. A belief in the value of large-scale industries in economic progress has the effect of limiting a community's economic development strategies. By extension, large-scale approaches tend to limit opportunities for families and communities. The primacy of local governments has led to inefficiencies, duplication, and destructive competition among communities. A growing number of local governments are fighting bankruptcy. By contrast, values that might form the basis of future communities include social justice, empowerment of people through networks, and the interdependence among individuals and communities. Emphasizing these views might lead to different approaches to community development and a new sense of national purpose. Family problems would become not just individual, but social problems. Innovative programs, not highly centralized agencies, would help individuals deal with family difficulties. Decentralization of community development strategy means emphasizing small businesses, producing more jobs, and reducing economic inequality. Development professionals, businesses, and government leaders are encouraged to work cooperatively toward improving their communities. (TES)

ED 315 272 SE 051 142

The New Engineering Research Centers: Purposes, Goals, and Expectations. Symposium (District of Columbia, April 29-30, 1985).

National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-03598-8
PUB DATE- 86
NOTE- 213p.; Prepared by the Cross-Disciplinary Engineering Research Committee.
GRANT- NSF-MEG-8505051
AVAILABLE FROM- National Academy Press, 1201 Constitution Ave. N.W., Washington, DC 20418 ($25.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Engineering; *Engineering Education; *Engineering Technology; *Research Administration; Research and Development; *Research and Development Centers; Research Directors; Research Proposals; Scientific Research
IDENTIFIERS- *Engineering Research Centers

The sympoisum was held to describe the roots and future plans of the Engineering Research Center's (ERC's) concept and program. The first section of this symposium compilation describes the national goals that the ERCs represent. The second section presents the point of view of the National Science Foundation on the ERCs--the concept behind them, their goals, selection criteria, and mechanisms for support. The next section provides the plans and programs of the six existing centers: (1) Systems Research Center; (2) Center for Intelligent Manufacturing Systems; (3) Center for Robotic Systems in Microelectronics; (4) Center for Composites Manufacturing Science and Engineering; (5) Engineering Center for Telecommunications; and (6) Biotechnology Process Engineering Center. Two of the presentations were on exchange methods among the centers and the relationship between engineering education and research. The last section details a look at the future of U.S. industry and engineering. Papers outline the roles that centers can play in aiding and stimulating mature industries, growth industries, and emerging industries. (Author/YP)

DESCRIPTORS- *Community Programs; *Environmental Education; Networks; Program Administration; *Program Evaluation; *Program Implementation; Science Education; *Student Projects; *Teaching Methods

The aims of the Youth and Environment Training Project were to: increase youth workers' awareness and understanding of conservation and environmental issues and their relevance to young people; create links between environmental education and youth work practice; develop strategies for implementing conservation and environmental activities within the youth work curriculum; develop materials and techniques which can be used with young people; and develop local networks. This document is designed to provide an overview of the first phase of this project, during which most of the face-to-face work was done. Four examples of specific programs of youth work, including ideas for further development, are described in detail. Discussed are working face-to-face in youth groups; working with young people on a city-wide level; training; and networking. (CW)

ED 315 289 SE 051 170

A Question of Thinking: A First Look at Students' Performance on Open-ended Questions in Mathematics.

California State Dept. of Education, Sacramento.

REPORT NO.- ISBN-0-8011-0815-2

PUB DATE- 89

NOTE- 93p.; Xeroxed handwritten drawings may not reproduce well.

AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- High Schools; *Mathematical Concepts; Mathematical Logic; Mathematics Achievement; Mathematics Education; Mathematics Instruction; Mathematics Materials; Mathematics Skills; *Mathematics Tests; *Misconceptions; *Problem Sets; Problem Solving; *Secondary School Mathematics

IDENTIFIERS- *California Achievement Tests; *Open Ended Questions

This report attempts to discover how students think about and use mathematics in open-ended questions. Part I, "Open-ended Questions in Mathematics," describes the rationale for adding open-ended questions to the grade 12 mathematics test of the California

ED 315 304 SE 051 185

Cox, David C.

Focus on Science Concepts. Science Concept Working Papers.

PUB DATE- 89
NOTE- 88p.; This document was prepared by the Oregon Cadre for Assistance to Teachers of Science (OCATS).
AVAILABLE FROM- Publications Sales, Oregon Dept. of Education, Salem, OR 97310-0290 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; Educational Objectives; *Fundamental Concepts; *Middle Schools; *Process Education; Science Education; Science Instruction; *Scientific Concepts; *Scientific Literacy; Scientific Principles; Secondary Education; *Secondary School Science; Teaching Methods; Test Items

Major concepts can help create thinking frameworks that are powerful enough to make additional input more meaningful. As a result, the content is richer, more diverse, and more widely applicable. This set of concept papers was produced because concepts are not uniformly understood by practitioners. Each is designed to introduce a concept and to define it in language that can be easily understood by teachers. Examples are included from contemporary curriculum, sample instructional objectives that are desirable for concept learning, and to provide sample test questions with a commentary as to their appropriateness for measuring concept learning. Concepts included are: (1) "Cause and Effect"; (2) "Change"; (3) "Cycle"; (4) "Energy-Matter"; (5) "Organism"; (6) "Population"; (7) "Force"; (8) "Interaction"; (9) "Order"; (10) "Quantification"; (11) "System"; (12) "Equilibrium"; (13) "Evolution"; (14) "Fundamental Entities"; (15) "Theory"; (16) "Model"; (17) "Perception"; (18) "Symmetry"; (19) "Field"; and (20) "Gradient." (CW)

white illustrations will not reproduce clearly.
AVAILABLE FROM- Aramaki Design and Publications, 12077 Jefferson Blvd., Culver City, CA 90506 ($7.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anatomy; *Biological Sciences; *College Science; Higher Education; *Human Body; *Laboratory Procedures; Science Activities; Science Education; Secondary Education; Secondary School Science; Teaching Guides; Teaching Methods

During the process of studying the specific course content of human anatomy, students are being educated to expand their vocabulary, deal successfully with complex tasks, and use a specific way of thinking. This is the first volume in a set of laboratory instructions and study notes which are designed to accompany a lecture series in human anatomy. This volume includes investigations of the skeleton including bones and joints; studies of the musculature of the body; and studies of the nervous system including the central, autonomic, motor and sensory systems. General instructions and laboratory procedures are followed by illustrations of anatomical concepts using cat and sheep organs as dissection specimens. Appendices include anatomical checklists and a set of homework sheets to accompany the laboratory exercises. (CW)

ED 315 322 SE 051 220

Conrey, Kathleen
Lecture Notes on Human Anatomy. Part Two, Fourth Edition.
PUB DATE- Sep 89
NOTE- 105p.; For related documents, see SE 051 218-221. Black and white illustrations will not reproduce clearly.
AVAILABLE FROM- Aramaki Design and Publications, 12077 Jefferson Blvd., Culver City, CA 90506 ($7.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anatomy; *Biological Sciences; *College Science; Higher Education; *Human Body; *Lecture Method; Science Education; Secondary Education; Secondary School Science; Teaching Guides; Teaching Methods

During the process of studying the specific course content of human

ED 315 337 SO 020 499

Tucker, James F.
Their Money.
Federal Reserve Bank of Richmond, Va.
PUB DATE- Jul 88
NOTE- 9p.; For related documents, see SO 020 496-498.
AVAILABLE FROM- Federal Reserve Bank of Richmond, Public Services Department, P.O. Box 27471, Richmond, VA 23261 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; Curriculum Enrichment; Economics; *Economics Education; *Elementary School Curriculum; Elementary Secondary Education; International Trade; Learning Modules; Monetary Systems; Secondary School Curriculum; Social Studies
IDENTIFIERS- *Money

This instructional unit identifies monetary units from various countries and explains exchange rates and the process of international payments. The materials consist of a four-page leaflet, a multiple choice test, and a combined information sheet/teacher's guide. The unit is intended for use in connection with discussion on international economy. (JB)

ED 315 338 SO 020 506

Drum, Jan
Nontraditional Approaches: Insights into Issues in Education.
Las Palomas de Taos, NM.; Stanley Foundation, Muscatine, Iowa.
PUB DATE- Jun 88
NOTE- 15p.; Summary of a conference cosponsored by the Stanley Foundation and Las Palomas de Taos (Taos, NM, June 3-5, 1988). For related documents, see ED 314 357-359.
AVAILABLE FROM- Stanley Foundation, 420 E. Third St., Muscatine, IA 52761 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

ED 314 955 FL 018 309

Patkowski, Mark S.
What Are We Rating When We Rate Holistically?
PUB DATE- 89
NOTE- 8p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Difficulty Level; *English (Second Language); Error Patterns; *Essays; Higher Education; *Holistic Approach; *Rating Scales; Second Language Instruction; *Writing Evaluation

A study of the holistic evaluation of writing compared holistic rating and the rating for "conformity to correct prose" technique, a technique based on error counting, of five essays representing five ability levels. The essays were produced in a college English-as-a-Second-Language program. The two scoring methods produced the same ranking of essays. Other quantitative measures (number of error-free words in the original composition, number of words in the rewritten version, and errors in the original) yielded the same rank order. Further studies examining the factor of organization in holistic evaluation of compositions is recommended. The "conformity to correct prose" method of evaluation is seen as useful because it appears to be a sound technique and it produces, as a by-product, grammatically correct target versions of essays that can then be examined solely in terms of their organizational content. (MSE)

ED 314 956 FL 018 310

Sun, Yilin
An ESL Needs Assessment: Chinese Students at a Canadian University.
PUB DATE- 89
NOTE- 19p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English

DESCRIPTORS- Donors; Endowment Funds; Financial Support; *Fund Raising; Higher Education; *Institutional Advancement; *Private Financial Support; State Universities
IDENTIFIERS- *Pittsburg State University KS

The report of the Pittsburg State University (Kansas) development program for fiscal year (FY) 1989 addresses the annual fund, the campaign for distinction, the Pittsburg State University (PSU) Foundation, and development plans for FY 1990. The university strives to provide additional private funding to supplement state support. Total private support for FY 1989 was $2,495,876, an increase of $493,340 from FY 1988. There were 3,058 alumni donors. An additional $38,727 was received from foundation support. Of cash gifts, bequests accounted for $483,425 while business support came to $643,457. The annual fund ($622,416) declined slightly from the previous year. The PSU Foundation investment funds were over $7,000,000. PSU's development program ranked in the top 25% of peer institutions and in the top 15% of those ranked by dollars raised per student. Appendixes include annual development calendars; tables showing comparisons with other schools; annual fund and capital campaign policy statements; information on contributing organizations, matching gift companies, business contributors, office of research proposals and grants, and bequests to PSU; a phonothon report; PSU Foundation by-laws; and lists of alumni trustees, chapter officers, and volunteers serving on various boards and advisory councils. (DB)

ED 314 971 HE 023 128

Hulick, Chuck; Higginson, Bonnie
The Use of Learning and Study Strategies by College Freshmen.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Anxiety; Cognitive Processes; *College Freshmen; Grades (Scholastic); Higher Education; *Learning Strategies; State Universities; *Student Attitudes; Student Motivation; *Study Habits; *Study Skills; Test Wiseness; Time Management
IDENTIFIERS- Murray State University KY

ED 314 984 HE 023 145

Roney, Robert K.

Results of 1989 Study at the University of Tennessee: Concerns of College of Education Graduate Students.

PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Administration; College Curriculum; College Faculty; *Education Majors; Facilities; Faculty Advisers; Graduate Students; *Graduate Study; Higher Education; Racial Differences; Schools of Education; Sex Differences; *Student Attitudes; Student Financial Aid
IDENTIFIERS- *University of Tennessee

A survey of University of Tennessee College of Education graduate students (N=353) examined their attitudes toward faculty, curriculum, personal satisfaction, facilities, and administration. Students in all seven departmental groups rated faculty as most satisfactory and administration as least satisfactory. One administration item was rated positively (registration); financial aid items were rated least favorably among administration items. Comparison of doctoral with MS/EdS students found few differences. Highest rated items were advisor's knowledge, knowledge of other departmental faculty, advisor's helpfulness, instruction by advisor, and advisor's availability. Other findings included acceptability on most curriculum items and a high degree of personal satisfaction. Parking was rated the most negatively on the entire survey. Findings were also evaluated in terms of demographic groups including gender, race, graduate assistant status, age, type of doctoral program, and full-time/part-time status. Among the demographic findings, there was significantly more overall agreement between males and females than between blacks and whites. The survey is appended. (DB)

Five appendixes provide a variety of examples. Contains three references. (SM)

ED 314 998 HE 023 164

Ryan, Michael P.; Martens, Gretchen G.
Planning a College Course: A Guidebook for the Graduate Teaching Assistant.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 59p.
GRANT- G008690010
AVAILABLE FROM- Program on Curriculum, NCRIPTAL, 2400 SEB, University of Michigan, Ann Arbor, MI 48109-1259 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; *Course Descriptions; Course Organization; *Curriculum Development; Educational Development; Educational Planning; Graduate Students; Guides; Higher Education; Instruction; Instructional Development; Learning; Program Content; *Teaching Assistants; Teaching Guides

This guidebook is designed to help graduate teaching assistants plan a college course more effectively and efficiently. It is based on information from instructors in community colleges, liberal arts colleges, and universities regarding how they plan their courses. Course planning considerations are presented, sequenced generally in the manner used by faculty. A checklist at the end of the book summarizes the key course planning issues addressed. General teaching guidelines are offered concerning such issues as test construction and strategies to improve class discussions. Certain key resources on curriculum and learning theory are noted. After an introduction, the guide identifies 10 course planning steps: (1) define educational purposes, (2) set course goals, (3) select course content, (4) arrange course content, (5) consider student goals and characteristics, (6) choose instructional modes, (7) select readings and activities, (8) write a syllabus, (9) plan to get student feedback, and (10) seek advice from colleagues and

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Graduate Students; Higher Education; *Self Evaluation (Individuals); *Teacher Attitudes; *Teacher Effectiveness; *Teaching Assistants; *Teaching Skills
IDENTIFIERS- University of California Santa Barbara

The study examined the teaching concerns of university teaching assistants (TAs) and attempted to identify changes in the ways in which TAs think about teaching as they become more experienced. The study surveyed 145 first-time TA appointees at the University of California, Santa Barbara, and 79 more experienced TAs from a wide variety of the university's departments. After a few background questions, the survey then presented F.R. Fuller's open-ended question from the Teaching concerns Statement (Fuller & Case, 1972; Fuller, Parsons & Watkins, 1974) encouraging expression of concerns about teaching. Nine categories of concerns were identified and grouped into three categories: (1) survival stage/adequacy concerns (e.g., what is expected of me?); (2) mastery stage/student learning concerns (e.g., How do I deal with student attitudes?); and (3) impact stage/improvement concerns (e.g., How can I foster critical thinking and learning for its own sake?). The study found stage one concerns to be dominant, not only for the first-time TAs, but also for the experienced TA group whose adequacy concerns were focused more on the system and the teaching situation. Only for TAs with 10 or more quarters of TA experience did stage two concerns begin to outnumber stage one concerns; for all TAs there was a notable lack of stage three concerns. Results suggest the need for further development and training of experienced TAs. (DB)

ED 315 013 HE 023 179

Enrhart, Julie Kuhn; Meehan, Shelagh
Financial Aid: A Partial List of Resources for Women. Fifth Edition.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
PUB DATE- Nov 89
NOTE- 22p.; For the fourth edition, see ED 288 475.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington DC 20009 ($3.50 prepaid).
LANGUAGE- English

technical component growing at an annual rate of 17.8%. Though the expansion was facilitated and sustained by an increase in financial resources, the increased resources fell short of the expanded enrollments resulting in decreased expenditures per student. The existing system of financing depends almost entirely on the general public budget since college admission is free under the Constitution which also banns the operation of private university-type institutions. This existing system of financing forces institutions into short term management planning, reduces their managerial autonomy, and has led to allowing fewer new entrants in 1986. It is not expected that the present system of financing will soon be changed but it is thought that possibly private, university-type institutions will be permitted to function in response to pressure from the European Economic Community and in order to reduce the number of Greek students studying abroad. The report details data leading to these conclusions in five chapters and a statistical annex. Nineteen notes and references are included. (DB)

ED 315 026 HE 023 193

Molto, Tomas; And Others
Changing Patterns of Finance in Higher Education. Country Study: Spain.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- Nov 88
NOTE- 64p.; Commissioned by the Spanish Secretary of State for Universities and Research. Annex 2 (pages 49-60) will not reproduce; all other tables contain marginally legible type.
AVAILABLE FROM- OECD, 2, rue Andre Pascal, 75775 Paris CEDEX 16 France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Delivery Systems; *Educational Economics; *Educational Finance; *Educational Legislation; Enrollment Trends; Financial Policy; Financial Problems; Foreign Countries; Government Role; Higher Education; State Universities; *Trend Analysis
IDENTIFIERS- *Spain; *University Reform Law (Spain)

The report examines trends and issues concerned with the financing of higher education in Spain especially since 1983 when the

ED 315 039 IR 014 146

Hiltz, Starr Roxanne
Teaching in a Virtual Classroom. A Virtual Clasroom on EIES: Final Evaluation Report. Volume 2.
New Jersey Inst. of Technology, Newark.
REPORT NO.- NJIT-RR-26
PUB DATE- 88
NOTE- 147p.; Funded by the Annenberg/CPB Project. For Volume 1, see IR 014 145.
AVAILABLE FROM- New Jersey Institute of Technology, Computerized Conferencing and Communications Center, 323 King Blvd., Newark, NJ 07102 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Computer Networks; *Distance Education; Higher Education; Microcomputers; *Online Systems; Student Attitudes; Teacher Attitudes; *Teaching Methods; Telecommunications
IDENTIFIERS- *Virtual Classrooms

This second volume of a two-volume report is based on the experiences of teachers who participated in a project at the New Jersey Institute of Technology (NJIT) which assessed the effectiveness of a Virtual Classroom (VC), in which students and teachers communicate through a computer-mediated system called the Electronic Information Exchange System (EIES). An overview of techniques that can be used to improve the quality of online courses is provided. Drawn from observation and teaching of online classes, student comments, and instructors' case reports, techniques are suggested for several areas: assuring access; course design and preparation; introductory remarks and activities; clarifying expectations; leading discussions; organizing material; and stimulating active participation. Uses of computer-mediated communication to supplement other modes of delivery are described. The appendix provides examples of instructor comments and student interactions, as well as narrative course reports by eight VC instructors. Eight references are listed, and a 21-item annotated bibliography of materials on computer-mediated communication and education is included. (MES)

REPORT NO.- ED-88/WS/44
PUB DATE- 88
NOTE- 220p.; Papers on Higher Education 27: a product of the Joint UNESCO-International Association of Universities Research Programme in Higher Education.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications Satellites; Developing Nations; *Distance Education; Foreign Countries; *Futures (of Society); Global Approach; Higher Education; *Information Networks; Information Transfer; Telecommunications; *Teleconferencing

Four papers discuss both perceived and tested uses of communications satellites for amplifying access to information and for fostering networking among higher educational institutions around the world. Derived from the work of the Foundation for the International Exchange of Scientific and Cultural Information by Telecommunications (FISCIT), a guide by Martin Myerson (U.S.A.) focuses on uses of teleconferencing for scholarship. Demonstrations conducted by FISCIT are described, and four categories of teleconferencing options (audio teleconferencing, computer conferencing, computer networks and video teleconferencing) are discussed in terms of technical characteristics, equipment, functions, relative costs, and advantages and limitations. Shoichi Noguchi and Yoshiki Nemoto (Japan) recommend the development of a worldwide satellite network that would make information resources uniformly available to people in all countries, and they discuss both technical and conceptual aspects of such a system in light of experiments realized in different countries. A paper by Kyril B. Serafimov (Bulgaria) emphasizes the expansion of educational tasks brought about by space-oriented subjects and raises technical and economic questions and the issue of international cooperation. A concluding paper by Jose Luiz Braga (Brazil) ties together the preceding three and comments further on the relationship between national and international tasks, the effect of technological means on learning, and the production of software. (NRP)

ED 315 054 IR 014 168

Input and Output Mechanisms and Devices. Phase I: Adding Voice Output to a Speaker-Independent Recognition System.

PUB DATE- Apr 89
NOTE- 43p.; Data Series: DR-LIB-87/88-1.1.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Library Services; *Library Statistics; Library Surveys; *Public Libraries; State Libraries; Tables (Data)

This report is based on information from the 1987 Federal/State Cooperative System for Public Library Data, which was collected in machine-readable format by the U.S. Department of Education's National Center for Education Statistics. Tables present the following data on public libraries in the 19 states that participated in data collection: (1) number of libraries by state, hours of service per week, and population served; (2) number of libraries by state, hours of service per week, and number and type of outlet; (3) number of libraries by size of population served, hours of service per week, and number and type of outlet; (4) number of libraries by state, hours of service per week, and type of staff; and (5) number of libraries by size of population served, hours of service per week, and number and type of staff. Each table also provides statistical totals. Notes on the data collection methodology, related reports, response rate, and definition of terms are included. States participating in the voluntary program were Colorado, Florida, Idaho, Indiana, Iowa, Minnesota, Montana, New Hampshire, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Texas, Utah, Washington, and Wyoming. (MES)

ED 315 069 IR 052 974

Repertorio de Servicios de Documentacion e Informacion Educativa Iberamericanos = Repertorio de Servicos de Documentacao e Informacao Educativa Ibero-Americanos (Directory of Portuguese and Spanish Educational Documentation and Information Services). 4th Edition.

Organizacion de Estados Iberoamericanos para la Educacion, la Ciencia y la Cultura, Madrid (Spain).

PUB DATE- 88
NOTE- 418p.; Entire document in reduced-size type. A product of the Centro de Recursos Documentales e Informaticos.
LANGUAGE- Spanish; Portuguese
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports -

Hannaford, Claudia
The ABC's of Financing Church and Synagogue Libraries. Acquiring Funds, Budgeting, Cash Accounting.
Church and Synagogue Library Association, Bryn Mawr, Pa.
REPORT NO.- CSLA-Guide-No.-13; ISBN-0-915324-23-7
PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accounting; Community Involvement; Cost Effectiveness; *Financial Support; *Fund Raising; *Library Expenditures; Library Planning; Outreach Programs; *Program Budgeting; Publicity; Special Libraries; User Satisfaction (Information); Worksheets
IDENTIFIERS- *Church Libraries; *Synagogue Libraries

The ABCs of financing church and synagogue libraries are presented in this guide as Acquiring Funds, Budgeting, and Cash Accounting. Acquiring funds and the basic means needed to start a library are described, including resources such as books, shelves, office supplies, and financial resources; ideas and methods are presented for soliciting both types of resources from the congregation. The concept of the library as an investment and attribute for the church/synagogue is also discussed. A discussion on budgeting encompasses: forming a planning committee; creating and maintaining an effective image to present to the congregation; sending questionnaires to the community to gain valuable feedback about current and future services; promoting and publicizing (including recommended readings on the subject); and specific aspects of accounting (e.g., budget hearings, line item budgets, program budgets, and annual budget allocation). Aspects of cash accounting are explained and demonstrated in tables, including ordering procedures, administering library funds, verifying cash balances, using a bookkeeping journal, recording expenditures and receipts by category, monitoring expenditures, and utilizing bookkeeping forms. Appendices provide suggestions for approximately 150 fund raising activities as well as sample bookkeeping forms. (SD)

ED 315 084 IR 053 059

ED 315 097 IR 053 074

Wilson, John S.; And Others
Government Documents Departmental Operations Guide.
Baylor Univ., Waco, Tex.
PUB DATE- 9 Nov 89
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; *Administrative Policy; Depository Libraries; *Government Publications; Higher Education; Library Circulation; Library Collection Development; *Library Planning; Library Technical Processes; Organizational Objectives

This manual for the operation and maintenance of the Government Documents Department at Baylor University's Moody Memorial Library is divided into 13 topical sections. The guide opens with the collection development policy statement, which covers the general collection, the maps division, and weeding government documents. Technical processing issues include processing incoming documents; check-in and shelflist policies; and binding procedures. Detailed circulation policy and procedures include a briefing on student-worker responsibilities; a 13-item statement of agreement between the government documents department and the library circulation department; instructions for inputting records for documents that will be circulated into the library's online catalog system; directions for handling overdues; and policies for interlibrary loans. A handbook for student-assistants, which is included in full, touches on 14 subjects ranging from explanations of Superintendent of Documents classification numbers to instructions for fixing a jammed microfiche machine. Methods of disposal of government documents are specified according to the regional and the national guidelines. Additional procedures are described for reporting missing documents; ordering government publications not designated as depository items; using the government documents department's personal computer; maintaining equipment in the department; handling money brought in from the microfiche copier; keeping daily and monthly statistics; and opening and closing the department. Copies of many of the forms used to facilitate and carry out the procedures are included. (SD)

to a variety of community groups, a humanities partnership between GCC and local secondary schools; (4) faculty and management retreats at off-campus locations; (5) work-related seminars for classified staff; (6) financial support for conference attendance; and (7) tuition support for training and retraining. The report highlights the ways in which California Assembly Bill (AB) 1725 funding has enhanced GCC's ongoing efforts. Fourteen appendixes provide additional detail on the 1989-90 activities offered or supported by the staff development program. Attached is a separate report by Sharon Scull, Staff Development Office, presenting an evaluation of AB 1725 activites for the 6 months ending June 30, 1989 and of the AB 1725 Human Resources Development Plan 1989-90 and constituting the greater part of the document. (WJT)

ED 315 110 JC 900 090

Human Resources Development Plan, 1988-89 and 1989-90, in Response to AB 1725 Faculty & Staff Development. American River College Staff Development Program.
American River Coll., Sacramento, CA.
PUB DATE- Jan 89
NOTE- 39p.; Appendixes printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Legislation; Educational Needs; *Faculty Development; *Inservice Teacher Education; *Management Development; Needs Assessment; *Staff Development; Teacher Improvement; Two Year Colleges
IDENTIFIERS- *California Human Resources Development Plans

California Assembly Bill (AB) 1725, the 1988 community college reform bill, set aside funding for locally developed and implemented staff development programs. Though staff development has been a priority at American River College (ARC) for the past 10 years, the additional monies from AB 1725 will allow the college to expand existing programs as well as develop urgently needed new ones. The ARC Staff Development Advisory Committee (SDAC) was formed to develop a plan to address the college's needs for 1988-89 and 1989-90. The committee determined that structures were already in place for a comprehensive staff development program, but that more coordination was needed. They placed responsibility on faculty, classified staff, and management for assessing their own improve the quality of the administration and programs of the college. The final issue is how positive changes can be made after an evaluation. Four appendixes are attached which describe the legal duties and responsibilities of presidents, give examples of rating scales and evaluation forms, and provide eight references. (JMC)

ED 315 123 JC 900 110

Florida's Community Colleges: An Information Guide for Trustees.
Florida State Board of Community Colleges, Tallahassee.; Tallahassee Community Coll., Fla.
PUB DATE- 90
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Organization; Articulation (Education); Board Administrator Relationship; Budgeting; College Planning; Community Colleges; Ethics; Financial Support; *Governing Boards; Legal Responsibility; Program Evaluation; Public Relations; Student Evaluation; *Trustees; Two Year Colleges
IDENTIFIERS- *Florida

This collection of information booklets offers an orientation for Florida community college trustees to various aspects of the state system. The collection includes: (1) an introduction to and history of the community colleges, including an overview of governance, admissions, student costs, and public service; (2) a description of the powers and responsibilities of trustees, which reviews the challenges of trusteeship, trustee appointment, legal concerns, responsibilities of the board, trustee performance goals, and public service; (3) facts and figures on the Florida Community College System; (4) an information guide on the system's 28 community colleges; (5) a discussion of board organization, composition, appointment, duties, officers, operating procedures, and rules and actions; (6) an overview of the postsecondary articulation in the state; (7) a discussion of trustee ethics, including sections on conflict of interest, special interest groups, confidentiality, and appropriate conduct; (8) information on the program review process; (9) an essay on managing community college financial resources; (10) a discussion of board/president to train tutors; (8) 74% provided either one-to-one or small group tutoring; (9) 38% required "at risk" students to receive tutoring; and (10) 85% of the institutions indicated that tutoring was available to all who requested it. A 16-item bibliography and the survey questionnaire are appended. (WJT)

ED 315 135 JC 900 125

Defining and Promoting Transfer from Community Colleges. Interim Report.

Center for the Study of Community Colleges, Los Angeles, Calif.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 15 Mar 90
NOTE- 23p.; Nine pages of charts in light dot matrix type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; *College Transfer Students; Community Colleges; Definitions; *Enrollment Rate; *Enrollment Trends; Two Year Colleges

In this study an effort was made to stablize definitions of transfer rates and to publicize feasible ways of collecting usable data by conducting a Transfer Assembly. After an advisory panel established a preliminary equation for calculating transfer rates, 235 community colleges with high Hispanic, Black, and American Indian enrollments were asked to provide data on "students who entered the community college in fall 1984 with no prior college experience and who within five years completed at least 12 college credits at the college and subsequently took at least one class at a four-year college or university." By March 1990, 39 colleges had supplied usable data concerning the course-taking and transfer experiences of the students who entered in fall 1984. In all cases, data were generated from at least two sources, the college's own records and the students listed in university or staff office files. The data revealed that: (1) 17% of the entering students had received 12-23 units at the community college, and 37% had received 24 or more units; (2) 14% of those receiving 12-23 units and 25% of those receiving 24 or more units had transferred; (3) the overall transfer rate was 22%. (AYC)

female-headed households, because women, on the average, earn less than men. Recommendations for social policy are offered. (RH)

ED 315 148 PS 018 492

Lawhon, Tommie
Techniques for Nurturing the Rudiments of Self-Reliance in Children from Birth to Age Three.
PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Rearing; Guidelines; *Individual Development; Literature Reviews; Parent Influence; *Parenting Skills; Parent Role; *Personal Autonomy; *Preschool Children; Preschool Education; Teacher Influence; Teacher Role
IDENTIFIERS- *Self Reliance

Presented are selected techniques for nurturing the development of self-reliance in children from birth to 3 years. Literature focused on self-reliance, growth rates, encouragement of self-reliant growth, and the influences of parents and teachers is reviewed, and 22 nurturing techniques of caregivers, teachers, parents, and others are described. The recommended techniques for fostering the rudiments of self-reliance concern the areas of social and emotional growth, physical and cognitive development, creative experiences, and communication skills. Techniques are organized by age: birth to 18 months and 18 months to 36 months. It is concluded that a child needs encouragement in order to develop a basic feeling of self-reliance. Adults are responsible for creating an environment, both inside and outside the home, that encourages growth in self-reliant behavior on a continuous basis. (RH)

ED 315 149 PS 018 493

Lasley, Thomas J.; And Others
Activities and Desists Used by More and Less Effective Classroom Managers.
PUB DATE- 89
NOTE- 40p.; Appended instrument is of marginal type quality.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Classroom Observation Techniques; Classroom Research; *Classroom Techniques; Definitions; Elementary Education; Grade 6; Grade 8; Middle Schools; *Student Behavior; *Teacher Behavior; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Desists

This study examines ways in which teachers who are more and less effective classroom managers prevent misbehavior and deal with misbehaviors they cannot prevent. Six middle-grade teachers in a suburban, midwestern school district were observed during spring, 1988. Information on misbehavior in teachers' rooms was coded according to four categories: activity type; form of misbehavior; teacher response to misbehavior; and student response to teacher's desists (a desist is defined as a specific teacher action directed at stopping a student misbehavior). Three classrooms were rated as effectively managed and three as ineffectively managed. Effective classroom managers were those who permitted the fewest misbehaviors and were most successful in stopping misbehavior once it occurred. Teachers who changed activitites in the class or varied the type of lesson from day to day were able to prevent more misbehavior than those who did not. The most effective desists used by teachers were nonverbal cues (low level desists) and rule reminders (high level desists). A general discussion of the classroom management research is presented, along with an examination of studies that deal with desist strategies of teachers. Implications for definition of a teacher's classroom management effectiveness are discussed. Thirty-nine references are cited, and the coding instrument is appended. (RH)

ED 315 163 PS 018 549

Ansah, Viola
Multi-Grouping and Academic Achievement.
PUB DATE- 89
NOTE- 10p.

DC, March 1989).
AVAILABLE FROM- University Center for Social and Urban Research, University of Pittsburgh, 811 William Pitt Union, Pittsburgh, PA 15260 (Publication No. 05-89-535, $1.30).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; Guidelines; *Intergenerational Programs; *Models; *Older Adults; Postsecondary Education; *Training

In this paper, the discussion concerns the trainig of older adults for work as child caregivers. Four questions are addressed: (1) Why is child care a work option for the older worker? (2) What is the target population of older persons interested in preparing for this field of work? (3) How can adult learner characteristics be integrated into a training program that prepares older persons for employment in child care? (4) What are the outcomes of a training program that prepares older persons for employment in child care? The training program discussed is a training model designed for low-income older persons that provides 90 hours of course work followed by subsidized 3-month, on-the-job training and subsequent placement as an unsubsidized child care aide. Outcomes of the training program were favorable. During the 10 weeks of training in each of six program cycles, there was 95 percent attendance. Of the 78 persons enrolled, 73 completed the training, received their certification, and attended graduation. Of the 73, a total of 47 continued to work in the child care field. (RH)

ED 315 178 PS 018 571

Newman, Sally
Who Will Care for Our Children?
Pittsburgh Univ., PA. Center for Social and Urban Research.
PUB DATE- 4 Mar 89
NOTE- 8p.; For related document, see PS 018 570. Paper presented at the Annual Meeting of the Association for Gerontology in Higher Education (Tampa, FL, March 4, 1989).
AVAILABLE FROM- University Center for Social and Urban Research, University of Pittsburgh, 811 William Pitt Union, Pittsburgh, PA 15260 (Publication No. 05-89-534, $1.30).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Communication Skills; Comparative Analysis; Cross Cultural Studies; *Cultural Influences; Day Care; Ethnic Groups; *Hmong People; Peer Relationship; Play; *Preschool Children; Preschool Education; *Sex Differences; *Social Behavior

A total of 23 American and Hmong-American preschool children from 2 day care center classrooms were observed during free play in an effort to determine the proportion of positive, negative, and neutral initiations made to peers as a function of sex and cultural background. A series of weighted, two-way analyses of variance were performed on positive and negative initiations among the Americans and Hmong-Americans. Results revealed significant main effects for culture on positive and negative initiations to Americans, and significant main effects for culture on positive initiations to Hmong-Americans, males, and females. Significant main effects for sex were found for positive initiations made to Hmong-Americans, Americans, and males. Evidence demonstrating that young children's peer interactions are often segregated on the basis of culture and sex was found. Overall, frequency of initiations was greater within culture and sex than across culture and sex. The failure to find significant effects of culture or sex on negative initiations suggests that the lack of cross-cultural peer interactions is not motivated by hostile intentions. The lack of cross-cultural interactions is discussed in terms of peer familiarity and communication skills. (Author/RH)

ED 315 192 PS 018 589

Christmas Titles.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.
PUB DATE- Oct 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Books; Elementary Education; *Filmstrips
IDENTIFIERS- *Christmas Books

Citations and annotations for 17 books and 2 filmstrips for grades K-8 that focus on the topic of Christmas are provided. Citations include author(s), title, publisher, source, publication date, cost, ISBN number, and grade level(s) for which the material is depicting school-day activities. Students are taught how to read digital numerals. Then, at various times during the day, they respond to the questions "What time is it?" and "What do we do now?" taking cues from the replicas and drawings. As the students learn the time of day, the murals are removed. The ADM requires only that students learn basic numeral recognition skills to become effective time-tellers. Five references and three sample murals are attached. (TES)

ED 315 205 RC 017 261

Capper, Colleen A.
Students with Severe Disabilities in the General Education Program: A Conceptual and Practical Framework for Rural School Administrators.
PUB DATE- Mar 89
NOTE- 17p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; Educational Strategies; Elementary Secondary Education; *Mainstreaming; Models; Organizational Theories; *Program Evaluation; *Regular and Special Education Relationship; *Rural Education; Rural Schools; *School Administration; School Districts; Severe Disabilities

A collaboration between general and special education can help rural school districts improve services to severely disabled students. This paper presents a conceptual model for rural school administrators to define current practices in their districts and to develop alternatives for educating students with severe disabilities within a rural general education program structure. The model uses four "frames" for assessing current practices: the structural frame, the human resources frame, the political frame, and the symbolic frame. The use of the frames is illustrated and issues associated with meeting the needs of students in special education settings (for example, classroom location, school policy, and curriculum), are discussed. Studied within the human resource frame were the assumptions that special education students have limited potential, and that "special services" are the most effective. The political frame illustrates current realities of scarce resources, competition for limited funding, and lack of shortages; increasing recruitment difficulties due to urban oriented professional institutions. Reform must recognize the unique living conditions and needs of rural communities. (GGH)

ED 315 219 RC 017 275

Bell, David; Steinmiller, Georgine
Anticipating the 21st Century: Avoiding the Teacher Shortage.
PUB DATE- Mar 89
NOTE- 8p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; Education Work Relationship; Higher Education; Labor Market; Personnel Management; Personnel Needs; *Preservice Teacher Education; Rural Education; *Rural Schools; *Teacher Recruitment; *Teacher Shortage; Teaching (Occupation)

In recent years there has been a steady decline of people selecting teaching as a career, coupled with an increase in early retirement by existing teacher personnel. Teacher shortages are reported in 37 states, and the problem is particularly acute for rural schools. To solve the problem, strategies for recruiting potential teachers are proposed in four categories: national strategies, a sample plan for a rural state, strategies for a university interested in recruiting and training teachers for work in rural area, and strategies at the local level. The real solution is not reallocation of able students, but the development of strategies to increase the potential pool of students who complete college, and to recruit from alternative pools not currently oriented to the education profession. Efforts to change student attitudes should begin at an early age. Other efforts that should be made to attract qualified people into the education profession are briefly suggested. This report contains 26 references. (GGH)

ED 315 220 RC 017 276

characteristics contributed equally to transition problems; considered community vocational programs for special needs students to be highly beneficial but difficult to implement; and identified staff training needs. (4) Telephone surveys of 23 special education high school graduates or their close relatives found that 16 had received life skills, career, or vocational training; 7 had held school-related jobs, but only 4 held jobs that were community based; 15 were presently employed; and 5 were earning more than $5.00 per hour. These results demonstrate that Maine school professionals have little training in and only initial understanding of the transition process, and that schools are not effective in training special needs students for jobs above the minimum wage level. (SV)

ED 315 233 RC 017 289

Loyd, Robert J.; And Others
Implementing and Evaluating the Life-Centered Career Education Curriculum.
PUB DATE- Mar 89
NOTE- 10p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Education; Curriculum Research; Demonstration Programs; *Education Work Relationship; Evaluation Methods; *Experimental Curriculum; High Schools; *Job Skills; Learning Disabilities; *Special Education; Student Evaluation; Transitional Programs; Vocational Education
IDENTIFIERS- *Employment Enhancement Strategies; Life Centered Career Education

This paper describes the Life-Centered Career Education (LCCE) Curriculum and Employment Enhancement Strategies (EES) for mildly disabled students. Special education high school graduates encounter many difficulties in assuming community living and work roles. EES materials are consistent with the competencies and subcompetencies of the occupational domain of the LCCE Curriculum and address on-the-job interpersonal skills, vocational coping skills, vocational decision-making and job-seeking skills. The universities of Missouri-Columbia and Arkansas have been observing policies. This document outlines the questionnaire results and describes plans for a weekend training session for school board members. The document also includes a copy of the questionnaire and a description of the seven correlates. (TES)

ED 315 246 RC 017 302

Coker, Charles C.; Costello, James
The Community Transition Center (CTC) Model.
PUB DATE- Mar 89
NOTE- 7p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Education Work Relationship; Employment Potential; Inservice Teacher Education; *Institutes (Training Programs); *Job Training; Mainstreaming; *Mild Disabilities; Models; Resource Centers; Rural Areas; School Community Programs; Secondary Education; *Transitional Programs; Vocational Education
IDENTIFIERS- Wisconsin

This paper describes the Community Transition Center (CTC) model, being tested in six districts in rural Wisconsin. The model is a way of conceptualizing and organizing the employment-related needs of mainstreamed mildly handicapped youths who are exiting secondary schools. The model emphasizes the role of secondary school transition programming, the need for the school to establish work experience programs, the development of an active network between the secondary school and post-secondary settings to assist students in their transition from school to community, and the establishment of a center that can be individually tailored to the needs of the community. The center helps teachers provide employment preparation skills; responds to the need for services beyond a school's capacity; and pools resources among schools, adult services providers, and employers. The CTC model consists of three major components. First, it is a school-based program with a curriculum that focuses on transitional programming. The program also is designed to address organizational issues within the school. The second component is the CTC service capacity, a way of organizing and conceptualizing the types of additional job training services.

ED 315 259 RC 017 374

The Struggle for Political Autonomy. Papers and Comments from the Newberry Library Conference on Themes in American Indian History (2nd, Chicago, Illinois, February 16-19, 1989). Occasional Papers in Curriculum Series No. 11.

Newberry Library, Chicago, Ill.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 89

NOTE- 195p.

AVAILABLE FROM- D'Arcy McNickle Center, Newberry Library, 60 W. Walton St., Chicago, IL 60610 ($7.00 postpaid).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Historical Materials (060)

DESCRIPTORS- *American Indian History; American Indian Reservations; American Indians; Federal Indian Relationship; *Governance; Local Government; Politics; *Tribal Sovereignty; Tribes

IDENTIFIERS- *Political History; Tribal Government

This proceedings contains 10 papers that examine specific aspects of Indian political history together with commentaries that relate the papers to broader historical themes. All papers were drawn from works in progress. The commentators are senior scholars and Indian political leaders. Papers include "The Context of American Indian Political History: An Overview and Critique" by Raymond D. Fogelson; "The 'Middle Ground' for Indians in the Great Lakes" by Richard White; "Blood of Martyrs, Blood of Indians: Toward a More Balanced View of Spanish Missions in Seventeenth-Century North America" by David J. Weber; "Tribal Reorganization in the Southeast, 1800-1840" by Mary Young; "The Alcaldes: Indian Leadership in the Spanish Missions of California" by George Phillips; "Crow Leadership amidst Reservation Oppression" by Frederick E. Hoxie; "Crazy Snake and the Creek Struggle for Sovereignty: Native American Legal Culture and American Law" by Sidney L. Harring; "Tribal Governments and the Struggle against Termination" by Donald L. Fixico; "A Non-Fly in Amber: The Modes of Tribal Government" by Fred Ragsdale; and "Indian Self-Determination--the Ideal, and Indian Self-Governance--the Reality" by Joseph B. DeLaCruz. This proceedings also contains the agenda and a list of participants. (SV)

ED 315 273 SE 051 143

Raizen, Senta A., Ed.; Jones, Lyle V., Ed.
Indicators of Precollege Education in Science and Mathematics, A Preliminary Review.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.
REPORT NO.- ISBN-0-309-03536-8
PUB DATE- 85
NOTE- 211p.; Prepared by the Committee on Indicators of Precollegiate Sciences and Mathematics Education. Tables and figures with small print may not reproduce well.
AVAILABLE FROM- National Academy Press, 1201 Constitution Avenue, N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Mathematics Education; Predictor Variables; *Science Education; *Science Instruction; *Science Teachers; Secondary School Mathematics; Secondary School Science; State Norms; *Student Attitudes

To understand the impact of all of the various science and mathematics improvement initiatives and to make them more effective in the future, it is important to be able to monitor the condition of science and mathematics education in the schools. This report presents a review of the information and data currently available; it is a preliminary study of the condition of science and mathematics instruction in the United States. The intent of the study was to select a preliminary set of indicators, review the current information on those indicators, provide some information on trends and comparisons with other countries, and judge the extent to which these indicators can be used to make recommendations for future improvement. Discussed were: (1) the background and scope of this report; (2) how indicators are selected and interpreted; (3) teachers and curriculum content; (4) instructional time and course enrollment; and (5) student attitudes and achievement. An appendix includes data from selected states on teachers, content, instructional time and enrollment, and student achievement. State personnel and over 125 references are listed. (CW)

Assessment Program (CAP). Part II describes the findings from students' responses to five selected open-ended problems from the 1987 test. Strengths and weaknesses in the students' responses are examined, including students' misconceptions. In part III the CAP advisory committee's reasons for developing the scoring procedure used for the five open-ended questions are discussed. Five scoring procedures for five problems are presented. Part IV includes 20 student responses that have been scored and two responses that are in the ten problems given in 1987 and 1988. A set of nine open-ended problems were presented. (YP)

ED 315 290 SE 051 171

Abell, John R.; Newman, Jerry A.
Learning Outdoors: Leader Guide, Grade 3. 4-H Discovery.
Washington State Univ., Pullman. Cooperative Extension Service.
REPORT NO.- EM-4798
PUB DATE- Sep 88
NOTE- 47p.; Drawings may not reproduce well.
AVAILABLE FROM- Washington State Univ. Bulletin Office, Cooper Publications Building, Pullman, WA 99164-5912 ($1.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Discovery Learning; *Elementary School Science; *Environmental Education; Experiential Learning; Forestry; *Grade 3; Learning Activities; Natural Resources; *Outdoor Education; Primary Education; *Science Activities; Science Education; Solar Energy; Wildlife

The United States has a rich natural resource heritage. It is important to educate students in the principles of conservation so that these natural resources may endure for generations. This guide is designed to help leaders to learn to organize groups of children and conduct successful meetings; provide fun, safe, outdoor learning experiences for children; use basic outdoor leadership skills; and get ideas for meetings, field trips, day and overnight hikes, tours, and additional resources. The 24 activities in this guide are grouped into eight groups: (1) "Air"; (2) "Marine"; (3) "Energy"; (4) "Forestry"; (5) "Range"; (6) "Soil"; (7) "Water"; and (8) "Wildlife". Each activity lists sites, objectives, materials, background, and procedures. A brief discussion of safety is included. Twenty-one references are listed. (CW)

ED 315 305 SE 051 186

Report of the Eleventh-Grade High School Proficiency Test Mathematics Skills Development Committee.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
REPORT NO.- PTM-900.39
PUB DATE- Jun 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Basic Skills; *Grade 11; High Schools; Mathematics Education; *Mathematics Tests; Minimum Competencies; *Minimum Competency Testing; *Secondary School Mathematics; *Test Construction
IDENTIFIERS- *New Jersey

Raising the level of academic achievement of all students in New Jersey has been a major goal since 1982. As a part of that effort, the focus has changed from the low expectations of the Minimum Basic Skills program to the more rigorous demands of the High School Proficiency Test. This report includes background information on the effort to develop a test of mathematics proficiency, discussions of a framework, the distribution of test items in cognitive domains, and the clusters of skills to be tested. An appendix includes lists of participants in the production of the test and 23 references. (CW)

ED 315 306 SE 051 200

Pippen, Judy F.; Carr, Dan B.
The Effects of Two Reading Methods in a Content Area upon Ninth-Grade, First-Year Algebra Students' Problem-Solving Performance of Algebra Word Problems and Reading Achievement.
PUB DATE- 89
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Elementary School Mathematics; Elementary

anatomy, students are being educated to expand their vocabulary, deal successfully with complex tasks, and learn a specific way of thinking. This is the second volume in a set of notes which are designed to accompany a lecture series in human anatomy. This volume includes discussions of tissues, cells, and histology; development and embryology; epithelial, glandular, connective, blood, and muscular tissues; and the internal viscera including the digestive system, the urinary system, the reproductive system, the respiratory system, the circulatory system, and the lymphatic system. (CW)

ED 315 323 SE 051 221

Conrey, Kathleen

Laboratory Instructions and Study Guide for Human Anatomy. Part Two, Fourth Edition.

PUB DATE- Sep 89
NOTE- 70p.; For related documents, see SE 051 218-220.
AVAILABLE FROM- Aramaki Design and Publications, 12077 Jefferson Blvd., Culver City, CA 90506 ($7.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anatomy; *Biological Sciences; *College Science; Higher Education; *Human Body; *Laboratory Procedures; Science Education; Secondary Education; Secondary School Science; Teaching Guides; Teaching Methods

During the process of studying the specific course content of human anatomy, students are being educated to expand their vocabulary, learn to deal successfully with complex tasks, and use a specific way of thinking. This is the second volume in a set of laboratory instructions and study notes which are designed to accompany a lecture series in human anatomy. General instructions and laboratory procedures are followed by illustrations of anatomical concepts using cat and sheep organs as dissection specimens. This volume includes investigations of tissues, cells, and histology; development and embryology; epithelial, glandular, connective, blood, and muscular tissues; and the internal viscera including the digestive system, the urinary system, the reproductive system, the respiratory system, the circulatory system, and the lymphatic system. Appendices include anatomical checklists and a set of homework sheets to accompany the laboratory exercises. (CW)

DESCRIPTORS- Cognitive Style; Experiential Learning; *Group Discussion; Group Experience; *Nontraditional Education; *Storytelling; Trust (Psychology)

Twenty conference participants shared their experiences regarding how each had become involved in a process where significant learning was taking place. After all the experiences (stories) were told, the group collected the insights they had gained. These 50 morals sounded like platitudes or cliches; they had very little power without their stories. There was no common theme throughout the stories, but four themes did recur with great frequency: (1) Many stories told of a personal struggle. (2) Often they were stories of people putting, or attempting to put, their passion into action. (3) They were stories of risk taking and of a willingness to intentionally face the unknown, the unfamiliar, and the unpredictable. (4) Very often they were stories of people deeply moved by their compassion and energized to act. For these educators, a discussion about education was an exploration of how to learn rather than how to teach. The power of storytelling as a teaching device was revealed as people shared their experiences, and it was obvious that this kind of personal sharing and teaching one another, so valuable as a way of exploring the human experience, can only happen among people who are willing to trust one another. A further lesson learned by the participants was that experiencing theories authenticates what one knows. Experiences make what a person already knows to be true (e.g., the 50 cliche-like morals), known at another level. (JB)

ED 315 339 SO 020 508

UN Peacemaking and Peacekeeping. Report of the United Nations Issues Conference (20th, Harriman, New York, February 24-26, 1989).

Stanley Foundation, Muscatine, Iowa.

PUB DATE- Feb 89

NOTE- 28p.; For related documents, see ED 314 357-359 and SO 020 506. Photographs will film poorly.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Conflict; *Conflict Resolution; Economics; Foreign Countries; Futures (of Society); Global Approach; International Cooperation; *International Organizations; *International Relations; *Peace; Planning

IDENTIFIERS- *United Nations

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Needs; *English (Second Language); *English for Academic Purposes; Foreign Countries; Foreign Students; Graduate Students; Higher Education; *Interpersonal Competence; *Needs Assessment; Second Language Instruction
IDENTIFIERS- Canada; *Chinese People; Visiting Scholars

This study investigated the English language needs of 70 Chinese students at a Canadian university. The students (37 graduate students and 32 visiting scholars), were surveyed for background information (position and workplace in China, time in Canada, and major) and the perceived importance for success in Canada of 15 academic skills and 15 social skills. Results suggest that all academic skills are considered very important, except that some skills (e.g., test writing) were less important for visiting scholars. Visiting scholars gave priority to oral communication and obtaining information. Graduate students appeared to be more concerned with overall command of all academic- and research-oriented English, especially for effective writing. Only slight differences in perception were found between academic fields. Language training for social skills appeared to be considered as important as academic English training. Ranking of social skills suggests that understanding the culture and customs of Canada are important in Chinese students' adaptation to social life in Canada. The findings support previous research and suggest re-evaluation of some English course content and activities. (MSE)

ED 314 957 FL 018 311

Tumposky, Nancy
Adaptive Instruction and Second Language Learning: The Dilemma.
PUB DATE- 89
NOTE- 10p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude; *Classroom Techniques; Cognitive Style; *English (Second Language); Individualized Instruction;

This paper reports on an investigation of study strategies of 514 college freshmen at Murray State University (Kentucky) enrolled in a Freshman Orientation class. A demographic questionnaire and the Learning and Study Strategies Inventory (LASSI) were administered. Responses on the LASSI are categorized into ten subscales (attitude, motivation, time management, anxiety, concentration, information processing, selecting main ideas, study aids, self-testing, and test strategies). Findings indicated that: (1) relatively few (24%) reported receiving any training in the use of learning strategies; (2) students reported using learning and study strategies at a lower level than the inventory's norming group; (3) students who used such strategies (especially in the areas of motivation, concentration and test taking) demonstrated higher grades at the end of their freshman year; (4) students who scored lower on such subscales as attitude, time management, and anxiety found college to be more difficult; (5) those who reported studying more in high school used more of the learning and study strategies; (6) students who reported using more of the strategies also perceived themselves to be more skillful and knowledgeable in the task of learning; and (7) there was no significant difference in strategy use by students who had attended rural as opposed to urban high schools. Eight references. (DB)

ED 314 972 HE 023 129

Rando, William C.

An Argyrian Perspective on Behavior in Instructional Consultation in Postsecondary Education.

PUB DATE- Mar 89

NOTE- 17p.; Paper presented at the annual conference of the American Educational Research Association (San Francisco, CA, March 27-31 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Consultants; *Consultation Programs; *Cooperation; *Faculty Development; Higher Education; *Interaction Process Analysis; *Interpersonal Communication; Teacher Effectiveness; Theories

IDENTIFIERS- *Argyrian Theory

The study examined instructional consultation in terms of Argyrian theory by carrying out three specific tasks: (1) operationalizing

ED 314 985 HE 023 146

Dillaway, Manson P.
Avoiding "Profscam": For Accounting Educators.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accounting; *College Faculty; College Instruction; *Faculty Publishing; Higher Education; Research Opportunities; Research Reports; *Research Skills; *Writing for Publication

In partial response to a recent best-seller decrying the so-called "ProfScam" scenario whereby professors downgrade undergraduate teaching in favor of often irrelevant research, the paper offers guidance to accounting faculty seeking to undertake meaningful publishable research. Recommendations are given for four stages in the research process: (1) For the planning stage, faculty should concentrate their efforts within the established body of research and remain current with the latest research in their area of specialization. (2) For the research stage, faculty should consider opportunities to replicate, criticize, review, discuss, and present papers before peer groups. The need to work around constraints such as time, education, resources, and financial support is noted as is the value of working with a co-author. (3) At the writing stage, faculty should write with a specific outlet in mind, making inquiries to editors, and obtaining colleagues' evaluations before submitting their manuscripts for publication. (4) At the submission and review stage, researchers need to deal positively with editors and with reviewer suggestions and consider alternative outlets. Faculty are encouraged to develop and implement a larger program of research. 20 references. (DB)

ED 314 986 HE 023 147

Michigan Postsecondary Admissions & Financial Assistance Handbook: 1989-90.
Michigan State Board of Education, Lansing.

experts. A final section encourages improved course planning. A bibliography listing about 15 books and about 100 periodicals is included. (SM)

ED 314 999 HE 023 165

McKeachie, Wilbert J.; And Others
Teaching and Learning in the College Classroom. A Review of the Research Literature (1986) and November 1987 Supplement.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 124p.
GRANT- OERI-86-0010
AVAILABLE FROM- Program on Curriculum, NCRIPTAL, 2400 School of Education Building, University of Michigan, Ann Arbor, MD 48109-1259 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Faculty; *College Instruction; College Students; Course Organization; *Educational Planning; Higher Education; Instructional Development; *Learning Processes; Literature Reviews; Program Content; *Student Characteristics; Student Development; *Student Motivation; Teaching Methods

A review of the research literature on teaching and learning in the college classroom is presented. An introduction notes the role of research in identifying new goals for higher education and offers a conceptual framework based on a student mediation model and a focus on the process-product relationships between faculty teacher behavior and student outcomes. Individual sections then review the research in terms of: (1) student entry characteristics (intelligence, motivation and personality, and cognitive styles); (2) student cognition (knowledge structure, learning strategies, and thinking and problem solving); (3) student motivation (description of the expectancy path, description of the task-value path, antecedents of motivational constructs, interventions for motivation, and assessment); (4) instructional method (peer learning and teaching, the case method, lecture, class size, independent study, research on learning from reading, programmed instruction and Keller's Personalized System of Instruction,

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *College Choice; Community Colleges; *Continuing Education; Decision Making; Higher Education; Postsecondary Education; Self Supporting Students; *Student Costs; *Student Financial Aid; Student Loan Programs; Technical Institutes; *Womens Education; Womens Studies

The publication offers women ideas about how to select and pay for higher education, lists resources, and describes the variety of schools and programs available. Sections are titled: "Cost-Cutting Ways to Further Your Education"; "Where to Find Information" (in the community and on campus); "Where to Take Courses" (two- and four-year colleges, foreign universities, technical schools, and military bases); different ways to attend school (e.g., external degree programs, evening and part-time programs, weekend colleges, cooperative education and internships); "Getting Credit for What You Know" (e.g., the Advanced Placement Program, experiential learning credits, credit by examination); "Getting Credit for Former Courses" (transfer policies, elective credit, and cooperative arrangements); "Sharpening Your Skills"; "Where to Find Financial Aid for College" (e.g., federal aid, federal funds through lending institutions, state student assistance, private scholarships, the military). Provided also are a campus checklist of what to find out before enrolling and helpful hints on applying for financial aid. The guide then lists about 70 scholarship, grant, and loan programs in the areas of business and banking, general studies, humanities and the arts, international affairs, law, medicine and health, science and engineering, and women's issues. It also lists about 70 other guides to financial aid resources. (DB)

ED 315 014 HE 023 180

Altbach, Philip G.
Perspectives on Comparative Higher Education: Essays on Faculty, Students and Reform. Special Studies in Comparative Education No. 22.
State Univ. of New York, Buffalo. Comparative Education Center.
REPORT NO.- ISBN-0-937033-12-X
PUB DATE- Oct 89
NOTE- 79p.

University Reform Law was passed. Most universities are public with private institutions playing only a minor role. The recent constant growth rate is not expected to slow despite a decline in demographic growth. A modification of degree structures and requirements is currently underway. Public allocations support 80% of the universities' direct costs, while the other 20% is financed student academic fees. Student aid is being slowly expanded. Increased university autonomy and major changes in procedures for preparing and managing university budgets have resulted from the law which also encourages universities to find new financing channels through contracts with external groups and to organize doctorate level courses as a "third cycle" of courses. Research funding is expected to undergo major change with the implementation of the National Plan for Scientific Research and Technological Development. The report details data leading to these conclusions in five chapters and three annexes. (DB)

ED 315 027 HE 023 194

Schuster, Hermann
Changing Patterns of Finance in Higher Education. Country Study: Germany.
Organisation for Economic Cooperation and Development, Paris (France).
SPONS. AGENCY- Ministry of Education and Science, Bonn (West Germany).
PUB DATE- Nov 88
NOTE- 110p.; Uneven type quality in text; statistical appendix presents numerous legibility problems.
AVAILABLE FROM- OECD, 2, rue Andre Pascal, 75775 Paris CEDEX 16 France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Delivery Systems; *Educational Economics; *Educational Finance; *Educational Legislation; Enrollment Trends; Financial Policy; Financial Problems; Foreign Countries; Government Role; Higher Education; State Universities; *Trend Analysis
IDENTIFIERS- *West Germany

The report examines trends and issues in the finance of higher education in West Germany. Patterns of finance in the fully funded state institutions of higher education are governed by the public

ED 315 040 IR 014 147

Vickers, Margaret
Microcomputers & Secondary Teaching: Implications for Teacher Education. Report on an International Seminar Arranged by the Scottish Education Department in Cooperation with the Organisation for Economic Cooperation and Development (Glasgow, Scotland, October 12-15, 1987).
Scottish Education Dept., Edinburgh.
SPONS. AGENCY- Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-0-86011-133-4
PUB DATE- Jul 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cognitive Processes; *Computer Assisted Instruction; Curriculum Development; Foreign Countries; Inservice Teacher Education; *Learning Strategies; *Microcomputers; Preservice Teacher Education; Secondary Education; Surveys; *Teacher Education; *Use Studies

This seminar, attended by experts and officials from 18 of the Organisation for Economic Cooperation and Development's (OECD's) 24 member countries, focused on the pedagogical implications of the use of microcomputers for subject teaching in secondary schools. Although the main objective was to examine the teacher education implications of microcomputer use, it was necessary to put this in context, and a survey of patterns of microcomputer use in OECD member countries was conducted in preparation for the seminar. The results of this survey are discussed in the first of three major sections of the report and lectures, video presentations, and software displays were used during the first 2 days of the meeting to show how microcomputer applications are being used in classroom settings. The second section provides an overview of group discussions on the changes in curriculum, learning processes, and classroom management associated with microcomputer use in the various member countries. The final section considers the areas of agreement that emerged concerning the teacher education implications of microcomputer use. The report also includes lists of papers and materials distributed or demonstrated during the seminar and a directory of seminar participants. (28 references) (GL)

Scott Instruments Corp., Denton, TX.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- RFP-NIE-R-85-0006
PUB DATE- Mar 85
NOTE- 7p.
CONTRACT- 400-85-1021
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Authoring Aids (Programing); *Courseware; *Input Output Devices; *Microcomputers; Programing Languages; Speech Compression; *Speech Synthesizers
IDENTIFIERS- *Apple Macintosh; PASCAL Programing Language

This project was designed to develop techniques for adding low-cost speech synthesis to educational software. Four tasks were identified for the study: (1) select a microcomputer with a built-in analog-to-digital converter that is currently being used in educational environments; (2) determine the feasibility of implementing expansion and playback routines of compressed speech files on the targeted microcomputer; (3) test the target microcomputer using various bit rates; and (4) determine the feasibility of incorporating speech output capability into an authoring system currently being developed for speech recognition. The Apple Macintosh was selected, and routines were developed in the Pascal programming language for expanding and playing speech files at various data rates. It was found that the Macintosh is capable of producing a range of synthesized speech and that it is necessary to provide the courseware developer with a selection of bit rates. (MES)

ED 315 055 IR 014 169

Scandura, Alice B.
The INTELLIGENT RuleTutor: A Structured Approach to Intelligent Tutoring. Final Report.
Intelligent Micro Systems, Inc., Narberth, PA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Feb 89
NOTE- 85p.
CONTRACT- 400-86-0060
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Networks; Databases; *Education; Foreign Countries; *Information Services; International Cooperation; *International Programs; *National Programs; Online Systems; Program Descriptions
IDENTIFIERS- Latin America; Portugal; Spain

This directory is designed to provide an introduction to educational information and documentation services for specialists in information and educational documentation as well as educational administrators, planners, and researchers, and teachers. Its basic objective is to promote cooperation between such services, thereby increasing the transfer of information and improving their functioning through the use of new information technologies. The directory provides information about the activities of 189 services, of which 171 correspond to national institutions and 18 to regional, subregional, and international organizations. National programs are described for 22 Spanish- or Portuguese-speaking countries: Argentina, Bolivia, Brazil, Colombia, Costa Rica, Cuba, Chile, Dominican Republic, Ecuador, El Salvador, Spain, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Portugal, Puerto Rico, Uruguay, and Venezuela. Four appendixes provide information about the current activities of national, regional, and international organizations in the Iberoamerican Community, including: (1) systems for computerized treatment of information and documentation; (2) networks and systems of educational information; (3) INFOLAC, a regional program intended to strengthen cooperation between national networks and systems for information for the development of Latin America and the Caribbean; and (4) Spanish and Portuguese versions of the questionnaire that was used to collect the data for this directory. The second appendix includes descriptions of the U.S. educational network, ERIC; two Unesco regional networks (CARNEID and the Central American Network of Socio-Educational and Cultural Information and Documentation); two European community networks (EURYDICE and EURYCLEE); and INED (International Network of Information in Education), which is sponsored by the Organization of Ibero-American States for Education, Science and Culture and Unesco. Entries for Brazil and Portugal are in Portuguese; the remaining entries are in Spanish. An index is provided. (BBM)

ED 315 070 IR 052 975

Roy, Loriene
Class Manual for Information Resources in the Humanities (LIS 382L.2).
PUB DATE- 89
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bibliographies; *Course Descriptions; Higher Education; Homework; *Humanities; *Library Education; Online Searching; Reading Assignments; *Reference Materials; Search Strategies; Textbooks; *Workbooks
IDENTIFIERS- Pathfinders

Basic course information and worksheets are presented in this textbook/workbook for "Information Resources in the Humanities," a course offered by the Graduate School of Library and Information Science at the University of Texas at Austin. The guide is divided into eight sections. The first presents the syllabus, lists assignments (e.g., online searches, pathfinder construction, and a term paper), and supplies a 62-item reading list of general sources for the semester. The remainder of the text is composed of seven study units. Each unit consists of a reading list of topic-specific resources including guides, bibliographies, indexes, directories, biographies, statistics, and databases; a worksheet; and an online search problem. Unit I is different in format from the other units because, in addition to its corresponding reading list and homework assignment, it includes an introduction to and overview of the humanities. This introduction presents ideas and theories about knowledge, and explores the concept of the humanities. The remaining units focus on: philosophy; religion, mythology and the occult; music; literature; fine arts; and the performing arts. (SD)

ED 315 085 IR 053 060

Charlton, Barbara, Ed.
Collection Development Policy of the University Library.
California State Univ., Sacramento. Library.
PUB DATE- Jun 89
NOTE- 235p.; Produced by the JANUS Collection Development Task Force.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 315 098 IR 053 075

Intellectual Property Issues in the Library Network Context. Proceedings of the Library of Congress Network Advisory Committee Meeting (Washington, D.C., March 23-25, 1988). Network Planning Paper Number 17.

Library of Congress, Washington, DC. Network Development and MARC Standards Office.

REPORT NO.- ISBN-0-8444-0636-8
PUB DATE- 89
NOTE- 101p.; For Network Planning Paper Number 16--1987 conference, see ED 300 014.
AVAILABLE FROM- Customer Services Section, Cataloging Distribution Service, Library of Congress, Washington, DC 20541.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bibliographic Databases; Computer Networks; Computer Software; *Copyrights; Federal Regulation; Foreign Countries; *Information Networks; *Intellectual Property; Technological Advancement; *Technology Transfer
IDENTIFIERS- Canada; MARC; United States

The first half of the proceedings consists of three papers presented during the program session of a Library of Congress Network Advisory Committee (NAC) meeting. The first, a background paper by Robert L. Oakley, identifies some of the problems that modern information technology has created for the intellectual property system in the United States; reviews several alternative proposals for dealing with the problems; briefly examines the ways in which Canada and the United States have approached the same issues; and concludes that these problems are solvable through amendment, new "sui generis" approaches, and expanded roles for an administrative agency, or through the development of voluntary or compulsory licensing mechanisms. In the second paper, Shirley Echelman comments on issues raised by Robert Oakley's report, and summarizes presentations given at a previous program session. The third paper, by Robert J. Kost, interprets an Office of Technology Assessment report about intellectual property rights and explains why the marriage between the law and technology is currently "on the rocks." The second half of the proceedings is a report on the

development needs and translating those needs into plans. The following staff development needs were identified: (1) faculty, staff, and administrators all needed programs focusing on affirmative action, shared governance, and computer training; (2) faculty development needs included a teaching resources center, lectures, seminars, workshops, an annual teacher retreat, a student feedback program to assist faculty in improving courses, and funding for travel, conferences, research projects, and special projects; (3) classified staff development needs included an expanded program of workshops and speakers, travel funds, expansion of the staff development library, scholarships, and a new employee handbook; and (4) in addition to an expanded program of workshops, seminars, and speakers, plans for management development included minigrant and mentor programs. Of the $74,050 budgeted under AB 1725, $17,000 will be allocated to the computer training, affirmative action, and shared governance programs, and $53,300 to the special program needs of each employee group. A set of color-coded appendices contain results of the needs assessment surveys, a list of the computer courses offered through the staff development program, excerpts from the AB 1725 legislation, information on the charge and composition of the SDAC, and a staff development committees membership list. (WJT)

ED 315 111 JC 900 091

The Black Student's Guide to Baltimore.
Baltimore Community Coll., Md.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adjustment (to Environment); *Black Businesses; *Black Community; Black History; *Black Organizations; Black Students; Community Colleges; School Activities; *School Community Relationship; School Orientation; Two Year Colleges
IDENTIFIERS- *Maryland (Baltimore)

Designed for black students attending the Community College of Baltimore (CCB), this booklet provides a guide to services, organizations, and entertainment in the Baltimore area affiliated with blacks or of particular interest to the black community. The first section offers an introduction to CCB, including information relations and responsibilities; (11) an introduction to strategic planning; (12) an overview of trustees' legal responsibilities and liability and the body of law governing boards of trustees in Florida; (13) a guide to mandatory entry/exit student testing in Florida's community colleges; and (14) an essay on the trustee's role in public relations. The 1990 Trustee Report is attached. (JMC)

ED 315 124 JC 900 111

Lee, Valerie E.; Frank, Kenneth A.
Student Characteristics Which Facilitate Transfer from 2-Year to 4-Year Colleges.
Michigan Univ., Ann Arbor.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- 20 Jan 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Academic Achievement; *College Transfer Students; Community Colleges; Family Characteristics; Higher Education; High Schools; High School Students; National Surveys; Outcomes of Education; Predictor Variables; Social Class; *Student Characteristics; Two Year Colleges; Two Year College Students

This study was conducted to investigate the relative importance of social and academic factors in influencing the probability of transfer from a community college to a four-year college. The structural model used in the study was composed of the following constructs: the effect of social class, race, and gender on students' academically related behaviors in high school; the combined effect of student background and high school behaviors on high school outcomes; the effects of background, high school behaviors, and high school outcomes on community college behaviors; and the effect of background, high school behaviors, high school outcomes, and community college academic behaviors on the probability of transfer from a two-year to a four-year college. Nationally representative data from the "High School and Beyond" study were used to track a random sample of 2,500 students who attended community college within two years of high school graduation in 1980. Within four years after finishing high school, 24.3% of the community college students had transferred to a four-year college. The students' academic performance in college

ED 315 136 JC 900 126

Databook and Annual Report: Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Jan 90
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Annual Reports; *Community Colleges; Degrees (Academic); Demography; Educational Certificates; Educational Facilities; *Educational Finance; Educational Trends; Enrollment; *Enrollment Trends; Expenditures; Governing Boards; Income; *Institutional Characteristics; School Personnel; State Surveys; Student Financial Aid; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *Maryland

Designed to provide information about the current status and future direction of Maryland's community college system, this report offers a summary and overview of all aspects of community college functions in the state. Section I provides a general overview of higher education in Maryland, presenting a higher education organizational chart, a comparison of undergraduate credit enrollment to political subdivisions served, undergraduate credit enrollment headcount, and actual and projected Maryland births and high school graduates for the period 1967-1998. Section II includes: fall 1989 enrollments, examining credit enrollment by transfer program area, credit enrollment by student status, enrollment by race, credit enrollment trends from fall 1985 to fall 1989, state-funded full-time equivalent (FTE) enrollments for fiscal years 1985-1989, registrations in state-funded continuing education courses, and continuing education enrollment by course intent. Section III offers information on student financial assistance, summarizing the number of awards, total funds, and average awards. Section IV focuses on degrees and certificates awarded in fiscal years 1985-1989 while section V looks at revenues and expenditures, including costs of administering state aid, current unrestricted revenues, sources of support, and net cost per FTE student for fiscal years 1985-1990. After section VI presents data on salaries and characteristics of college administrative and instructional personnel, section VII presents information on the physical facilities of the colleges. Finally, section VIII presents tables showing performance profiles for career credit and transfer credit students. (JMC)

Zucker, Robert A.; And Others
Differences in Interpersonal and Individual Psychopathology in Young Families at High Risk for the Development of Alcoholism.
SPONS. AGENCY- Michigan State Univ., East Lansing.
PUB DATE- Oct 84
NOTE- 32p.; Paper presented at the Meetings of the Society for Life History Research in Psychopathology (Baltimore, MD, October, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Antisocial Behavior; At Risk Persons; Comparative Analysis; Family Characteristics; *Family Environment; *Family Relationship; Fathers; Hostility; *Individual Differences; Interpersonal Relationship; Males; Mothers; Parent Influence; Preschool Children; *Psychopathology

Early findings are reported from the Michigan State University Vulnerability Study, a study of differences in parents and children of families with an alcoholic father and matched, community control families with a non-alcoholic father. Male preschool children in the alcoholic homes were the target group, because they are 6 to 10 times more at risk for adult alcoholism than are the control children. As hypothesized, both parents in the high risk families reported more history of antisocial behavior than did control parents. Differences in family climate revealed that the alcoholic families were less likely to pursue moral and religious activities than the other families. Both parents in the alcoholic families described their transactions in more hostile terms than did controls. Both husbands and wives in alcoholic families agreed that their relationship centered on hostility rather than around control. More generally, the data indicate that a group of 4-year-old children who are disproportionately at risk for alcoholism in adulthood are already exposed early in life to parents who are more antisocial in childhood and adulthood, are more hostile toward each other, and who have created a family environment that is more likely to foster the continuation of such behavior than to moderate it. (Author/RH)

ED 315 150 PS 018 494

Reider, Eve E.; And Others

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Educational Practices; Elementary Education; *Grouping (Instructional Purposes); Literature Reviews; Outcomes of Education
IDENTIFIERS- *Multi Age Grouping

A review of selected literature on the relation between multi-grouping and academic achievement suggests that the effectiveness of multigrade classes in reading and mathematics is mixed. Some children seem to benefit from multigrade classes, while others seem to do better in single-grade classes. There was evidence that educators who are faced with declining enrollments are taking another look at ways in which children should be grouped. It is concluded that the advantages and disadvntages of multigrading will continue to be in the forefront of educational issues. (RH)

ED 315 164 PS 018 550

Akers, Belle L.
Early Literacy Curriculum: Utilizing Language Experience and Whole Language in Kindergarten.
PUB DATE- May 88
NOTE- 54p.; Master's field study, San Francisco State University. Appendixes A through H present various legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Research; *Curriculum Development; Early Reading; Females; *Kindergarten Children; *Language Acquisition; *Language Enrichment; Language Research; *Literacy; Primary Education; Private Schools; *Program Effectiveness; *Whole Language Approach

This study was designed to investigate the effects of the use of language experience and whole language activities in an early literacy kindergarten curriculum. The study attempts to show that participation in a language-enriched environment achieves results similar to those of traditional methods and basal reading programs in regard to the acquisition of literacy skills. After a review of literature on developmental language and whole language approaches, an early literacy curriculum was developed for the study population. Through the course of a school year, 16 kindergartners,

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Criteria; *Day Care; Demonstration Programs; Early Childhood Education; Guidelines; *Intergenerational Programs; *Models; *Older Adults; Postsecondary Education; Teacher Characteristics; *Training
IDENTIFIERS- Program Characteristics

In any consideration of the ways in which intergenerational child care meets the needs of parents and children, attention should be given to the needs of the older persons who are involved in significant numbers in the child care work force. Individuals over the age of 65 account for 25 percent of U.S. family day care providers, 13 percent of other child care workers, and 7 percent of preschool teachers. Given these numbers, the following questions are appropriate: (1) Why is child care an appropriate field of work for older persons? (2) What criteria need to be met if child care is to be an appropriate field for the older worker? (3) What are the options for older persons in child care? (4) What are the anticipated outcomes for older workers in child care? Discussion provides responses to these questions and a description of an intergenerational child care demonstration model designed to empower older workers to participate in the development and management of a self-functioning, solvent child care program. The model involves 15 children and a staff of five adults, all of whom are over 55 years of age. In 1987, of 108 older adults completing their first year of participation in an intergenerational child care program, 67.6 percent reported improvement in their feelings of being valued, 63.9 percent reported improvement in their feelings of happiness, and 54.6 percent reported an improvement in satisfaction with life. (RH)

ED 315 179 PS 018 572

Hoot, James L.; And Others
Educator Beliefs Regarding Developmentally Appropriate Preschool Programming.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Beliefs; *Educational Practices; Elementary Education; Elementary School Teachers;

appropriate. A directory provides the addresses of 14 publishers. (RH)

ED 315 193 PS 018 590

Balasubramaniam, Meena; Turnbull, Brenda J.
Preschool Programs for At-Risk Children: A Review of Recent Literature.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Nov 88
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Development; Costs; Educational Principles; *Enrollment; *High Risk Students; Learning Processes; Literature Reviews; *Outcomes of Education; Parent Participation; *Preschool Education; Program Evaluation; Social Development
IDENTIFIERS- *Program Characteristics

This review draws on research literature concerning preschool programs for at-risk children in the United States. Studies cited are those that meet relatively high standards of research quality. The term "at-risk" refers to children who are considered liable to develop behavioral problems and experience school failure because of their low socioeconomic or minority status or the limited education of their parents. The four questions addressed in the report concern trends in preschool enrollment, common characteristics of exemplary preschool programs for at-risk children, effects of such programs, and evidence on the durability of those effects and the reasons why they may fade. Elements common to exemplary preschool programs include curriculum and teaching practices based on principles of children's learning; sustained parental involvement; and periodic monitoring and evaluation. The research shows that preschool education programs for at-risk children have effects in six major areas: cognitive abilities; classroom learning behaviors; socioemotional development; family; long-term school success; and school and societal costs. Evidence on program effects indicates that, for seven possible reasons, cognitive gains of participating children diminish between preschool and the end of grade five, and under some circumstances disappear entirely. A total of 58 references are cited. (RH)

bargaining power of disabled programs. Using the symbolic frame, administrators may consider "messages" about system values being conveyed through the practices in each of the other frames. The multi-frame view forces rural school administrators to view their schools from a wider perspective and encourages them to approach decision making with new tools. (TES)

ED 315 206 RC 017 262

Steinmiller, Robert; And Others
Gifted and Talented Students: The Show Must Go On.
PUB DATE- Mar 89
NOTE- 13p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Cooperative Learning; Day Camp Programs; Elementary Secondary Education; *Enrichment Activities; *Experiential Learning; *Humanities Instruction; Outdoor Education; Playwriting; Resident Camp Programs; Special Programs; *Summer Programs; Theater Arts
IDENTIFIERS- *Academic Enrichment for Gifted in Summer; Arkansas

This paper offers an overview of the Academic Enrichment for Gifted in Summer (AEGIS) programs, an in-depth view of one AEGIS program, and a description of the creation and production of a historic play. In 1984, Arkansas sponsored its first 5 summer AEGIS programs, involving 275 students. In 1988, programs served 1,300 students. Day-programs offered outdoor biology and ecology courses, drama classes, and mathematical modeling studies. Residential programs offered experiential learning in art, science, languages, outdoor studies, theater, and environmental education. Arkansas' 1986 Sesquicentennial celebration sparked an AEGIS history program that used an interdisciplinary approach and integrated art, literature, humanities, drama, and music into historical studies. Forty high school students selected for the program were divided into four groups, each of which focused on a particular period of Arkansas history. Students listened to lectures, heard poetry, took field trips, wrote creative fiction, and worked collectively to produce a play incorporating what they had learned during the program. The students used brainstorming sessions, improvisational

Burpee, Peter; And Others
Electronic Mail in Distance Education: A Canadian Perspective.
PUB DATE- Mar 89
NOTE- 11p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correspondence Study; *Electronic Mail; Elementary Secondary Education; Foreign Countries; Home Study; Online Systems; Postsecondary Education; Rural Areas; *Rural Education; Teacher Student Relationship; Telephone Communications Systems
IDENTIFIERS- *Canada

Electronic mail is the sending of messages from one person to another using electronic technology. This paper discusses communication through a personal computer and the commercial electronic mail service. Basic information about the technology of electronic mail is provided, such as hardware and software, subscription and options of electronic mail services, and message or file processing. Education in remote rural Canada has benefited from electronic mail in several aspects: (1) for correspondence courses in distance education programs, interaction between the tutor and learner is enhanced due to the immediacy of the new technology; (2)convenience and privacy of communication are improved by using a personal computer at home; and (3) reasonable costs are affordable for students ($20 per year). Particularly, the learner-tutor relationship is improved. Because of the higher speed of the on-going dialogue (from weeks by post service to days by electronic mail, for a round-trip message), the student learns more actively and can share peers' ideas and experiences. Education switches from a teacher-centered mode to a learner-centered one, as students can learn independently of any class at a pace determined by them. Problems in communication may occur however, when the telephone system does not function well. Another problem is the poorly advertised electronic directory, which makes accessing subscribers' addresses difficult. (GGH)

ED 315 221 RC 017 277

school districts using the LCCE/EES materials with learning-disabled students. The project involves six sites in Missouri, California, Minnesota, and Arkansas. Project elements to be evaluated during the 4-year demonstration project include assessment and implementation strategies, an inservice training program, a cross-agency training program, and a service delivery monitoring system. The two major components of the program are assessment and instruction. Students' LCCE competency attainment is assessed using a curriculum-based instrument measuring career education knowledge and performance. The LCCE instruction component is composed of 97 skill units, each of which includes a comprehensive discussion of important teaching considerations, lesson plans for career education stages, and lesson plan evaluations. Initial data on students in the demonstration districts indicate that many support systems and materials are required to improve career education for learning disabled students in secondary school settings. This document includes a chart of the LCCE competencies and subcompetencies. (TES)

ED 315 234 RC 017 290

Howley, Craig B.; And Others
Grassroots Development: Applying ERIC Resources in a Small, Rural School District.
PUB DATE- 1 Sep 88
NOTE- 36p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Surveys; Elementary Secondary Education; *Measurement Techniques; Parent Attitudes; *Parent Participation; Parent School Relationship; Program Development; Questionnaires; Research and Development; *Research Tools; Rural Areas; *Rural Schools; Small Schools
IDENTIFIERS- *ERIC; Kentucky (Hart County); *Level of Parent Involvement Questionnaire

This article describes work on a new tool to help educators increase parental involvement in their schools using the Educational Resources Information Center (ERIC). When the authors

The third component is the transition steering committee, the primary mechanism for bridging between the various community resources, secondary schools, and the CTC. The primary benefit of the CTC model is that it provides a way to organize and evaluate transition programming among the various key players in the school and community. (TES)

ED 315 247 RC 017 303

Kilcrease, Maxine Wallender
"Ready, Set, Go!" A Model Community Resource Plan for Rural Schools.
PUB DATE- Mar 89
NOTE- 11p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Resources; Educational Planning; Elementary Education; Learning Centers (Classroom); *Program Development; *Resource Room Programs; *Rural Schools; *School Community Programs; Special Education; *Special Education Teachers; Volunteers; Volunteer Training
IDENTIFIERS- Oregon

This document describes a community resource plan developed for rural special educators at a small elementary school near Salem, Oregon. The plan was designed for the specific needs of rural special educators, who generally have greater need for materials, personnel support, and financing than their urban counterparts. The resource plan includes: needs assessment; grant writing; cross-age and peer tutor training; the use of volunteers and paraprofessionals; implementation; and evaluation. To implement the plan, a model special education teacher must first perform a self assessment using Frank Hewitt's (1980) list of competencies as a framework. The school's resource room program is then evaluated. A community resource plan cannot be implemented until one establishes the basic components of an effective resource room. Finally, a teacher should assess the needs of the students, define the necessary clerical tasks of the proposed program, and prioritize the levels of service being offered. Once initiated, the community resource plan should include elements of recruitment, orientation,

ED 315 260 RC 017 375

Dale, Donald; McKinley, Kenneth H.
Alternate Instructional Delivery Systems for Rural and Small Schools. Presented to the Special Interim Committee on School Finance of the Oklahoma Legislature and the Organization of Rural Oklahoma Schools.
PUB DATE- Jul 86
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; Delivery Systems; Distance Education; *Educational Technology; Elementary Secondary Education; Graduation Requirements; Required Courses; *Rural Schools; School Size; *Shared Resources and Services; *Small Schools; Vocational Education; *Vocational Schools
IDENTIFIERS- Oklahoma

There are many advantages of small schools: community acceptance, innovative teachers, faculty input in school administration, and a family atmosphere; however, smaller schools also have problems such as fewer staff members, little choice of teachers by students, fewer approaches to teaching, little use of specialists, and fewer books and materials. Increased state mandated graduation requirements increased pressure on small and rural high schools. This paper describes three alternative educational instructional delivery systems to help such schools overcome these shortcomings. Inter-district cooperatives could share facilities; resources, both human and material; or the benefits of technology. Financing of cooperative programs should be through ad valorem taxes and state appropriations proportional to the basic state aid formula. Expanded use of technology, satellite programming, telephone and computer linkages enable small schools to economically expand curriculum while eliminating class size restrictions and overcoming the lack of certified teachers. The use of area vocational technical schools as shared facilities for academic programming makes possible expanded course offerings. Each alternative instructional delivery system is reviewed in terms of its purpose to meet an existing or projected need in rural secondary education, its philosophy, its historical development and the current situation. This document contains 46 references. (DHP)

ED 315 274 SE 051 144

Sworder, Steven C.
An Application of Calculus to Cinematography.
PUB DATE- Dec 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Analytic Geometry; *Calculus; *College Mathematics; *Estimation (Mathematics); Film Production; Higher Education; *Mathematical Applications; *Mathematical Formulas; Mathematics Education; *Mathematics Materials; Physics; Trigonometry

This paper presents a laboratory exercise in which an integration problem is applied to cinematography, without the need for apparatus. The problem situation is about the oscillation control of a camera platform to attain the contrast angular rate of objects. Wave equations for describing the oscillations are presented and an expression for calculating the position error is derived. For solving the equations, an approximation method is used and the solution is compared with the analytic solution. Wave forms of the equations are illustrated. (YP)

ED 315 275 SE 051 145

Sworder, Steven C.
Integration in Hydraulics.
PUB DATE- Dec 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Calculus; *College Mathematics; Higher Education; *Hydraulics; Laboratory Equipment; Laboratory Experiments; *Laboratory Procedures; *Mathematical Applications; Mathematical Formulas; Mathematics Education; Mathematics Materials; Mechanics (Physics); Physics

This paper presents an application of integration to the field of hydraulics. An integral relation for the time required to drop the

ED 315 291 SE 051 172

Liebert, Roland J.
Participation in a Household Hazardous Waste Collection Drive and "Before" and "After" Public Knowledge and Disposal Practices: Champaign County.
Illinois Univ., Urbana. Survey Research Lab.
SPONS. AGENCY- Hazardous Waste Research and Information Center, Savoy, IL.
REPORT NO.- HWRIC-RR-025
PUB DATE- Feb 89
NOTE- 448p.; Reprints of newspaper articles may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conservation (Environment); Consumer Science; *Environmental Education; *Hazardous Materials; *Public Opinion; Public Policy; Science Education; Solid Wastes; Surveys; *Waste Disposal
IDENTIFIERS- Illinois (Champaign County); Illinois (Decatur)

The extent to which households use, store, and dispose of hazardous materials has become a matter of increasing concern but has been rarely assessed. This report provides an assessment of the first household hazardous materials publicity campaign and collection event held in Illinois. The report describes survey results concerning the state of public awareness, use, and disposal of household hazardous materials prior to and immediately after the publicity campaign in Champaign County. Comparisons with the city of Decatur are included. On public policy issues, overwhelming majorities in each community expressed support for various types of special household hazardous waste collection programs. The collection event was very successful in extending basic awareness and in reaching households with unwanted hazardous waste. The event drew only 0.7 percent of the city households but collected 7 percent of the quantity of hazardous waste improperly disposed of each year. The surveys also indicated a need for an educational program to reduce the production of hazardous waste by households. To fund these programs, the public favored either a special sales tax on hazardous materials or a surcharge on solid waste disposal in landfills. (Author/CW)

Secondary Education; Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Problem Solving; *Reading Comprehension; *Reading Strategies; *Secondary School Mathematics; Teaching Methods

Three concerns investigated were: (1) the effect of two methods of teaching reading comprehension skills in a content area upon students' problem-solving performance on first-year algebra word problems; (2) the effects of three achievement levels of each assigned factor--reading comprehension, computational mathematics, and mathematical reasoning--upon students' problem-solving performance; and (3) overall mean gain scores in reading comprehension achievement by two treatment groups. Scores from 115 students who took the Algebra I Word Problem Test were analyzed. Overall mean gain scores from pretest, and posttest administration of the California Achievement Test: Reading Comprehension Subtest were analyzed. Results indicated that students using the Reading Guide Method outperformed students using the Directed Reading Method in problem solving performance. The problem solving performance of students in the above-average achievement level for mathematical reasoning was significantly greater than those in the below-average level. For above-average and average students in reading comprehension the Reading Guide Method was more effective; for below-average, the Directed Reading Method was more effective. (Author/YP)

ED 315 307 SE 051 201

Laughbaum, Edward D.
A Graphical View of Domain and Range, Inequalities, and Equations.
PUB DATE- 89
NOTE- 11p.; Numerals in some equations and function graphs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; *Calculators; *Calculus; *College Mathematics; Equations (Mathematics); Functions (Mathematics); *Graphs; Higher Education; *Mathematical Concepts; Mathematical Formulas; Mathematics Education; Mathematics Instruction; Mathematics Materials

The advent of calculators for graphing and function plotters is changing the way college algebra and calculus are taught. This paper illustrates how the machines are used for teaching the

ED 315 324 SE 051 222

Our Planets at a Glance. Information Summaries.
National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.
REPORT NO.- NASA-PMS-010(KSC)
PUB DATE- Jul 86
NOTE- 17p.; Photographs will not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Earth Science; Physical Sciences; Science Education; Scientific and Technical Information; *Space Exploration; *Space Sciences
IDENTIFIERS- *Planets

People have gazed up at the cosmos for thousands of years and wondered about the wanderers of the heavens: the planets. The past 20 years have been the golden age of planetary exploration because of many expeditions, most notably the Voyager and other unmanned space craft. This document is a summary of the information known about the planets of the solar system as they are now known. There is discussion on "Interplanetary Spacecraft" and "Comparing the Planets." A chart of 15 unmanned spacecraft denoting the mission, launch date, arrival date, and status is included. (CW)

SO

ED 315 325 SO 020 306

The United Nations (UN) enjoyed a renewed prominence in the international spotlight during 1988 as the world recognized UN successes in the areas of peacemaking and peacekeeping. Conference participants agreed that the lessening of tensions between the superpowers has had a very positive impact on the general international political atmosphere. Other factors may have contributed to the UN's accomplishments as well: conflicts were, perhaps, winding down of their own weight or, perhaps, the world is entering a new era of greater peace. To clarify how the UN goes about resolving conflicts, the participants distinguished between peacemaking and peacekeeping activities. Peacemaking is generally thought to be the full range of activities aimed at ameliorating conflicts between nations. Suggestions to strengthen the UN peacemaking role included early intervention and a more assertive stance by the Security Council. Participants gave the Secretary-General much credit for recent peacemaking advances and supported his continued efforts. Often a peacekeeping force is deployed after the first stages of peacemaking have succeeded. Some participants favored overhauling the operational aspects of peacekeeping. Others favored fine-tuning the system. As for the future UN role in peacemaking and peacekeeping, the participants discussed ways of preventing conflicts, how the international community might respond more effectively to massive human rights violations, and how to protect citizens and diplomats who travel internationally. A list of conference participants and the conference-opening address are included. (Author/JB)

ED 315 340 SO 020 509

DeKock, Anita, Ed.
The United Nations and the Future of Internationalism. Report of the United Nations of the Next Decade Conference (22nd, Chatham, Massachusetts, June 21-25, 1987).
Stanley Foundation, Muscatine, Iowa.
PUB DATE- Jun 87
NOTE- 36p.; For related documents, see SO 020 510-511. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Agents; Developed Nations; Developing Nations; Economic Change; Environment; *Futures (of Society); Global Approach; Improvement; International Cooperation; International

*Instructional Improvement; Models; Second Language Instruction; *Teacher Effectiveness

Teachers continue to address the question of how to adapt instruction to recognize the existence of different learning styles yet provide quality education for all students. Traditionally, instructional models available to teachers and curriculum planners ranged along a continuum from lockstep to individualization. This definition has led to unsuccessful classroom procedures. A redefinition of instructional options views these options as two categories of adaptation: 1) instruction-based adaptation and 2) learner-based adaptation. Individualization, developing in second language instruction in the early 1970s, and Aptitude Treatment Interaction (ATI), a methodological paradigm pioneered in 1977 but with few studies in language teaching, were the forerunners of adaptation. Both can be classified as forms of instruction-based adaptation, which stresses the importance of making instruction responsive to the learner rather than making the learner responsive to the instruction. In contrast, learner-based adaptation aims at bridging the aptitude-task gap by expanding and enhancing a learner's capacities to make him more flexible in the face of varying task requirements and therefore more autonomous and system-independent. Both types of adaptation, individualization and ATI, are applicable to the language classroom, depending on the learning strategies needed and the tasks required. (MSE)

ED 314 958 FL 018 312

Brooks, Elaine
Interviews with Students and Colleagues: What Can We Learn?
PUB DATE- 89
NOTE- 13p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Followup Studies; Higher Education; Interviews; Second Language Instruction; *Student Attitudes; Surveys; *Teacher Attitudes; *Writing Processes; *Writing Skills

Following up an earlier study exploring the composing processes of 14 "unskilled" college writers in English as a Second Language (ESL), six original subjects and their instructors were interviewed the key Argyrian concepts of collaboration and bilateral control; (2) classifying and coding consultation behaviors on videotapes; and (3) drawing implications from the data for researchers and practitioners. The study attempted to answer the following questions: (1) to what extent do instructional consultants use collaborative practice by establishing bilateral control of consultations? (2) to what extent do collaborative acts (checking, specificity, and rationale) affect the responses of clients? (3) what other variables are related to degree of collaboration found in instructional consultation? and (4) what patterns or episodes of behavior are particularly collaborative or highly controlling? Evaluation of Interactions of ten pairs of subjects (each pair consisting of an instructional consultant and a university faculty member) found that true collaborative consultation was rare; that consultant behavior was usually controlling, non-confrontable, and non-explicit; that when consultants used collaborative techniques, client responses were active, suggesting ownership; that instrumentation affected degree of collaboration with observation or paper and pencil instruments usually producing more collaboration than video; and that typical episodes could be identified as either agenda setting, questioning, or lack of questioning. Implications for practice and future research are suggested. Three references. (DB)

ED 314 973 HE 023 130

Preskill, Hallie
Adult Learning and the Teaching of Evaluation: A Study of an Experiential Learning Project.
PUB DATE- 89
NOTE- 23p.; Paper presented at the Annual Conference of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Course Content; *Course Organization; *Evaluation Methods; Evaluation Utilization; *Experiential Learning; *Graduate Study; Higher Education; School Business Relationship
IDENTIFIERS- College of Saint Thomas MN

The paper describes the development of a course on evaluation in business and industry, offered as part of a Master's program in

PUB DATE- 89
NOTE- 360p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; *College Admission; College Choice; College Students; Community Colleges; Educational Finance; Higher Education; Private Colleges; Public Colleges; *Student Financial Aid; Two Year Colleges; Vocational Schools
IDENTIFIERS- *Michigan

The 22nd annual edition of Michigan's Postsecondary Admissions & Financial Assistance Handbook provides essential information regarding contact personnel, campus characteristics, admission requirements, program offerings, and application procedures for each college and university in the state. It contains a listing of over 7,000 instructional programs that are available in Michigan's postsecondary institutions and indicates those programs wherein a student might qualify for teacher certification in a major field. Information on various private occupational schools that are licensed or approved to operate in Michigan is offered along with basic information on financial assistance opportunities available to prospective students. After a brief consideration of education and career planning, schools are listed alphabetically within the following five categories: (1) Michigan public junior and community colleges; (2) Michigan public four-year institutions; (3) Michigan independent two-year and four-year colleges and universities; (4) vocational school programs licensed by Michigan Department of Education; and (5) occupational programs licensed by other state agencies. A program cross-index to all schools listed previously is also provided as is a guide to financial aid. (SM)

ED 314 987 HE 023 153

Smith, Daryl G.
The Challenge of Diversity. Involvement or Alienation in the Academy? ASHE-ERIC Higher Education Report No. 5, 1989.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

testing, and teaching methods); (5) academic tasks and activities; (6) attribute-treatment interactions; and (7) what effective teachers do. Tables and figures are included. Contains approximately 500 references. (SM)

ED 315 000 HE 023 166

Weeg, Carol, Ed.
Funding for U.S. Study. A Guide for Foreign Nationals.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-87206-181-7
PUB DATE- 89
NOTE- 253p.; Back cover, containing summary of document, not reproducible.
AVAILABLE FROM- Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580 ($39.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Education; Educational Finance; Fellowships; Foreign Countries; Foreign Nationals; *Foreign Students; Grants; Guides; Higher Education; International Educational Exchange; Reference Materials; *Student Financial Aid

This reference book responds to the continuing demand from students, overseas educational advisors, U.S. academic advisors, and librarians for an informal resource on grants and fellowships available to foreign nationals from public and private sector organizations. Information from about 5000 surveyed organizations focuses on 600 appropriate grants and fellowships. Six preliminary sections provide an introduction, map of the United States, and information on: the Institute of International Education; how to use the book; financial aid planning for U.S. study; and international student statistics and financial support. A map of the United States is also included. The major portion of the document consists of grant and fellowship information. Usually provided are offering organization name, grant or fellowship name, address, phone number, field of study, type of award, purpose, financial data, annual number of awards, duration of award, restrictions, eligibility, application deadline, and application procedure. Two appendices provide a list of overseas educational advising centers and a form for suggesting additional grants. Four

AVAILABLE FROM- Comparative Education Center. 428 Christopher Baldy Hall, SUNY-Buffalo, Buffalo, NY 14260 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *College Faculty; *Comparative Education; Developed Nations; *Developing Nations; *Educational Change; *Educational Trends; Faculty Promotion; Higher Education; Political Attitudes; *Professors; Sociocultural Patterns; Student Attitudes; Trend Analysis

Three essays by the Director of the Comparative Education Center at the State University of New York (Buffalo) have the following titles: "Comparative Perspectives on the Academic Profession," "Student Political Activism," and "University Reform". The first essay discusses the role of the academic profession in the university, stressing the professoriate is the most important single element in the university. Topics considered are autonomy, accountability and the professoriate; the professoriate under stress; historical perspectives; the sociology of the professoriate; promotion and remuneration; national case studies; and the professoriate as an international community. The second essay offers some general perspectives on student politics including the historical context, the impossibility of a "permanent revolution" in the university, responses to activism, who the activists are, the impact of activism, and differences in student activism in the industrial nations and the Third World. The final essay looks at the sources and nature of reform in the university in a discussion of difficulties of reform, the need for reform, the impetus for reform, the process of reform, trends in the 1960s, the 1970s and beyond, and future directions. References follow each paper. (DB)

ED 315 015 HE 023 181

Johnstone, D. Bruce
The Costs of Higher Education: An Essay on the Comparative Financing of Universities. Special Studies in Comparative Education No. 23.
State Univ. of New York, Buffalo. Comparative Education Center.
PUB DATE- Oct 89
NOTE- 65p.
AVAILABLE FROM- Comparative Education Center. 428 Christopher Baldy Hall, SUNY-Buffalo, Buffalo, NY 14260.
LANGUAGE- English

budget law of 1969. The quantitative expansion of the higher education system planned at the beginning of the 1970s has been essentially completed. For the 1990s, the supply of places for students is expected to equal demand. Some objectives, however, have not been achieved including increased numbers of women students and teachers and stimulation of interest in the natural and engineering sciences. Students from medium-income families are disadvantaged and public expenditure on teaching and research has declined. Concerns which require structural reforms include the long duration of courses of study, the need for new postgraduate courses, and the need for courses for continuing, adult, and in-service education. Current discussion focuses on safeguarding the funding of institutions within the public expenditure framework and on using financial incentives to stimulate institutions to undertake reforms in structure and content. Critics of the present system of full government funding suggest meeting expenditures partly through tuition fees, fee subsidies and loans. The report details data leading to these conclusions in five chapters, an annotated bibliography of 16 items, and a statistical appendix. (DB)

IR

ED 315 028 IR 014 102

Information Power: Guidelines for School Library Media Programs.
American Association of School Librarians, Chicago, Ill.; Association for Educational Communications and Technology, Washington, D.C.
REPORT NO.- ISBN-0-8389-3352-1; ISBN-0-89240-055-2
PUB DATE- 88
NOTE- 185p.; For a related discussion guide, see IR 014 103.
AVAILABLE FROM- American Library Association, 50 East Huron Street, Chicago, IL 60611; Association for Educational Communications and Technology, 1126 Sixteenth Street, N.W., Washington, DC 20036 ($11.65 members, $12.95 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

ED 315 041   IR 014 149

Goel, Vinod; Pirolli, Peter
Motivating the Notion of Generic Design within Information Processing Theory: The Design Problem Space.
California Univ., Berkeley. School of Education.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- UC-TR-DPS-1
PUB DATE- Dec 88
NOTE- 46p.
CONTRACT- N00014-88-K-0233
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Architecture; Design; *Engineering; *Information Processing; *Instructional Design; *Problem Solving
IDENTIFIERS- Computer Assisted Design; *Generic Design

The notion of generic design, while it has been around for 25 years, is not often articulated, especially within Newell and Simon's (1972) Information Processing Theory framework. Design is merely lumped in with other forms of problem solving activity. Intuitively it is felt that there should be a level of description of the phenomenon which refines this broad classification by further distinguishing between design and non-design problem solving. However, Information Processing Theory does not facilitate such problem classification. This paper makes a preliminary attempt to differentiate design problem solving from non-design problem solving by identifying major invariants in the design problem space. Descriptive protocol studies are used to explore the problem spaces of three prototypical design tasks from the disciplines of architecture, mechanical engineering, and instructional design. Eight significant invariants are identified. The paper concludes by drawing some morals for the development of computer-aided design (CAD) systems, noting the limitations in the work, and indicating directions for further research. Diagrams include the structure of a prototypical design task environment, the design problem space, the conceptual structure of the transformation of goals to artifact specifications, and symbol systems used in architectural design. An Office of Naval Research distribution list is appended. (37 references) (Author/GL)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; Cognitive Style; *Computer Assisted Instruction; Computer Managed Instruction; Computer Simulation; *Diagnostic Tests; Instructional Systems; *Programed Tutoring
IDENTIFIERS- *Generative Computer Assisted Instruction; *Intelligent CAI Systems; Structural Learning

This final report describes a general purpose system for developing intelligent tutors based on the Structural Learning Theory. The report opens with a discussion of the rules and related constructs that underlie cognitive constructs in all structural learning theories. The remainder of the text provides: (1) an introduction to the Structural Learning Theory as it relates to simple intelligent computer based instruction (ICBI) systems and authoring; (2) a description and analysis of the MicroTutor II arithmetic tutor; (3) an overview of the Structural Learning Theory and the kinds of intelligent tutor systems that have been developed based on this theory; (4) a discussion of the RuleTutor prototype itself; (5) an explanation of the PRODOC Computer software development system, which is designed to represent content in the form needed for use by any planned modular ICBI system; (6) sample arithmetic rules (constructed using PRODOC) to be used in conjunction with the intelligent RuleTutor; and (7) a review of related research and a summary of major points. A number of Scandura FLOWforms (an extended form of a flow chart) are interspersed throughout the text, and four additional FLOWforms illustrating simulations for addition, subtraction, multiplication, and division are appended. (72 references) (SD)

ED 315 056 IR 014 170

Brazier, Mary M.
Issues in Integrating Computers into an Operant Lab Course.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Higher Education; *Laboratory Equipment; *Microcomputers; Student Attitudes
IDENTIFIERS- *Animal Operant Laboratories; *Operant Analysis

A project at Loyola University introduced microcomputers into the

Pontau, Donna Zufan
Temporary Librarians in California Academic Libraries. Results of a State-Wide Survey of Library Directors.
PUB DATE- Apr 89
NOTE- 29p.; Paper presented at the National Conference of the Association of College and Research Libraries (5th, Cincinnati, OH, April 5-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Graphs; Higher Education; *Librarians; Library Surveys; State Surveys
IDENTIFIERS- *California; *Temporary Employment

Library directors at 164 universities, colleges, and community colleges in California were surveyed in fall 1986 on their hiring of temporary librarians over 5 fiscal years, 1982-83 through 1986-87. The response rate was 90%. Results indicated that: (1) all types of academic libraries employ temporary librarians; (2) the number of temporary librarians is either holding steady or increasing, depending on the type of academic library; (3) the reasons for hiring temporary librarians differ depending on the type of academic library; and (4) most temporary librarians fill reference positions. This paper details the survey results, compares these figures to the national temporary marketplace, and comments on the impact of this personnel trend on library service. Graphs present data on the number of temporary librarians by type of library, percent of temporary librarians on staff by type of library, and types of positions filled by temporaries. (17 references) (Author/MES)

ED 315 071 IR 052 976

Dubey, Yogendra P.
Expert Systems: A Conceptual Analysis and Prospects for Their Library Applications.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; *Expert Systems; Futures (of Society);

DESCRIPTORS- *Academic Libraries; *Administrative Policy; Charts; Classification; Higher Education; *Library Collection Development; Library Material Selection; *Library Planning; *Long Range Planning; Mission Statements; *Organizational Objectives; Profiles; User Needs (Information)

Approximately 30 policies and classed profiles are presented in this first comprehensive collection development policy statement for the California State University at Sacramento (CSUS) Library. The profiles--which comprise the bulk of the text--were prepared by examining each part of the curriculum and matching each with the corresponding call numbers used in the Library of Congress classification system. Library collection development librarians, in consultation with faculty from each academic department, determined existing and desired collecting levels (i.e., Minimal, Basic, Initial Study, Advanced Study, Research, and Comprehensive) as well as chronological, language, and geographical characteristics of the collection required by the curriculum. Policies address the following: newspapers, periodicals, theses and projects, newsletters and current awareness publications, textbooks, house organs, online database services, duplicates and replacements, gifts, recreational reading materials, reserve room materials, and resource sharing. Special and form collection policies are also provided for archives, rare books and manuscripts, California state and local documents, U.S. Government documents, international documents, audiovisual materials, microforms, slides, the curriculum collection, juvenile literature, maps, and software. Appendixes list of CSUS undergraduate and graduate degrees and programs; mission statements for CSUS and the CSUS Library; librarians and faculty coordinators; and extracts from pertinent American Library Association statements. A subject index is provided. (SD)

ED 315 086 IR 053 061

Council on Library Resources, Inc. Thirty-Third Annual Report/1989.
Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 89
NOTE- 65p.; For the 1986 annual report, see ED 276 456.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Cataloging; Grants; Higher Education; *Librarians; *Library Administration;

business session of the NAC. Appendixes include the meeting agenda; a list of working groups; criteria for membership in the NAC; a list of suggested and prioritized topics for future research on networking; and a statement from the American Library Association on the phone companies' open network architecture plans filed with the Federal Communications Commission and a request for input on these plans from libraries. (SD)

ED 315 099 IR 053 079

Ladner, Sharyn
SLA Networking Committee Survey. Final Report.
PUB DATE- 89
NOTE- 33p.; Paper presented at the Annual Conference of the Special Libraries Association (80th, New York, NY, June 10-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; *Information Networks; *Librarians; Library Associations; *Library Networks; Library Surveys; *Network Analysis; *Telecommunications; Use Studies

In 1988 the Special Libraries Association (SLA) Networking Committee conducted a survey of association members to identify important networking issues and concerns. The survey results, presented in this report, were intended to assist the SLA Board of Directors in determining future directions for the association to take with respect to networking. The questionnaire, which was designed to be self-administered, was mailed to SLA chapter presidents and "Bulletin" editors. Respondents were asked to list problems they had had with networking, what they would like SLA to do to improve networking opportunities, and related questions. A total of 113 questionnaires were received and entered into a VAX/VMS minicomputer for analysis. The analysis was designed to divide respondents from corporate, nonprofit, and government-related libraries from respondents in academic or public libraries. Results indicate that the vast majority of SLA members belong to at least one network. Special librarians belong to an average of 2.2 networks; respondents from academic libraries belong to an average of 3.2. Most frequently cited benefits of networking were related to interlibrary loan and cataloging. Although most respondents did not indicate problems associated with networking, on student associations, financial aid, support services, and tips for survival and success at CCB. The second section focuses on the metropolitan area of Baltimore and examines black businesses, organizations, and institutions. The guide lists black-owned and/or operated businesses/organizations by name, address, and phone number for the following areas: apparel, churches, culture, entertainment, financial institutions, health, organizations, publishing, restaurants, beauty and barber services, legal services, and other services. Historical notes and other types of annotations are provided for many of the entries in the directory. The final section provides brief profiles of four historically black communities in Baltimore County. (JMC)

ED 315 112   JC 900 092

Powell, Roger B.; Kelly, Michael G.
Report Concerning the Activities Involved in the Development of a Rural Regional Skill Center Reported to the Grantor Partnership Development Fund of the Sears-Roebuck Foundation.
Big Bend Community Coll., Moses Lake, WA.
SPONS. AGENCY- Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- Dec 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); *College School Cooperation; Community Colleges; Educational Needs; High Schools; High School Students; Needs Assessment; Performance Contracts; Program Development; *Regional Programs; *Rural Education; Rural Schools; Trade and Industrial Education; Two Year Colleges; *Vocational Education

The Regional Skills Program at Big Bend Community College (BBCC) was developed to offer vocational skills training to high school students within BBCC's 5,000 square miles district. The objectives of the program were to identify training needs and priorities, determine the availability of transportation to BBCC, survey college and district facilities, create a standard contract to be used with the school districts involved, evaluate the current program, and establish an implementation plan. Project outcomes included the following: (1) a survey of local high schools regarding their educational priorities revealed a need for training was the strongest direct predictor of eventual transfer. Family social class and high school factors (e.g., placement in the academic track, application to college while in high school, high grade point average, and high standardized test scores) exerted important indirect effects on the probability of transfer. Race and gender effects on transfer were found to be weaker than in earlier studies. While broader access to two-year institutions may appear to increase educational opportunities for socially and academically disadvantaged students, the fact that it is the more advanced students with better academic preparation in high school who actually transfer to four-year colleges suggests that the community college experience may actually perpetuate rather than ameliorate social stratification in higher education. (WJT)

ED 315 125 JC 900 112

Grubb, W. Norton
The Decline of Community College Transfer Rates: Evidence from National Longitudinal Surveys.
Institute for the Study of Family, Work, and Community, Berkeley, CA.; MPR Associates, Berkeley, CA.
SPONS. AGENCY- Department of Education, Washington, DC.; National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Articulation (Education); *Associate Degrees; Bachelors Degrees; *College Transfer Students; Community Colleges; *Educational Trends; Enrollment Influences; Higher Education; High Schools; High School Students; Longitudinal Studies; *Student Characteristics; Student Educational Objectives; Tables (Data); Technical Institutes; Two Year Colleges; Vocational Education

Using two nationally representative and longitudinal data sets, a study was conducted to examine trends in transfer from community colleges to four-year colleges. These data sets followed the high school classes of 1972 and 1980 into postsecondary education. A comparison of the educational outcomes of the two cohorts of students revealed the following: (1) the likelihood of transferring to a four-year college without a credential declined, especially for students entering public technical institutes and private

ED 315 137 JC 900 127

Standards for Accreditation.
California Community Colleges, Sacramento. Academic Senate.
PUB DATE- Feb 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Accrediting Agencies; College Administration; College Faculty; Community Colleges; Educational Facilities; *Educational Quality; Educational Resources; *Evaluation Criteria; Financial Policy; Library Standards; Student Personnel Services; Two Year Colleges
IDENTIFIERS- *California

The standards for accreditation presented in this paper were developed by the Accrediting Commission for Community and Junior Colleges to measure basic characteristics of quality required of all accredited institutions. The accreditation standards are divided into eight areas. Standard one discusses institutional integrity: purposes; planning; and effectiveness. Standard two discusses educational programs: general requirements; articulation; curriculum planning and evaluation; and credit and non-credit courses. Specific topics under standard three are student services and co-curricular learning environments, which are discussed in terms of general provisions, counseling services, admissions and records, coordination and administration, and the comprehensiveness of services. Provisions for faculty and staff in the areas of selection, qualifications, evaluation, staff development, and other personnel policies are the focus of standard four. Standard five discusses various aspects of learning resources, including collection development, accessibility, faculty and staff, and general provisions. Standard six concerns physical resources, such as facilities, equipment, facilities planning, and financial resources. The final standard covers aspects of governance and administration, including the governing board, administrative services, faculty, support staff, and students. Supporting documentation is listed for each standard. (JMC)

Alcohol Involvement and Violence towards Children among High Risk Families.
SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Aug 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aggression; *Alcohol Abuse; *Antisocial Behavior; *At Risk Persons; Child Abuse; Cross Sectional Studies; *Depression (Psychology); Family Relationship; *Family Violence; Fathers; Males; Mothers; Predictor Variables; Preschool Children; Research Needs

This study presents cross-sectional data on physical aggression toward children and child aggression toward parents from the initial data set. (The study was part of a large-scale, longitudinal study of the etiology of alcohol abuse and the development of family violence.) Subjects for the study were 91 families with sons between 3 and 6 years of age who were at risk due to the father's alcoholism. Multiple measures were used. Results indicated that for both fathers and mothers, physical aggression toward children was related to their life troubles, which included long-term alcohol involvement, antisocial behavior, and depression. Level of parental alcohol involvement was not related to physical aggression, either to the child or from the child to the parent. Children's aggression toward their parents was related to the parents' life troubles and certain aspects of the perceived environment. The child's age contributed significantly to the prediction of aggression by and to the mother, but played no role in predicting father-child behavior. Parental aggression and long-term alcohol-related difficulty appeared to be heavily implicated in the predictive equation. While the model used was moderately successful in a predictive sense, other child-related factors need to be specified for a more complete picture. Twenty-eight references and five tables are included. (RH)

ED 315 151 PS 018 495

all of whom were girls attending an all-day class at a private school in San Francisco, were evaluated through observations, samples of work, checklists, and formal assessments. Findings on literacy development showed measurable gains in letter recognition and printing, initial consonant sound recognition, word recognition, and writing. It is recommended that this model or an equivalent model be implemented in kindergarten classrooms with larger class sizes, in coeducational settings, and with a range of student economic levels so that positive effects of language experience and whole language approaches in the early literacy curriculum can be verified. Nearly 40 references are cited. Related materials, such as assessment instruments, are appended. (Author/RH)

ED 315 165 PS 018 555

Nunnelley, Jeanette C.; Grever, Elizabeth A.
Child Day Care in Kentucky: A Survey of All Licensed Facilities.
Louisville and Jefferson County Community Coordinated Child Care, Ky.
PUB DATE- 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Certification; *Day Care; Early Childhood Education; *Educational Quality; *Fees; State Surveys; Statewide Planning
IDENTIFIERS- *Availability Rate; *Kentucky

Community Coordinated Child Care of Louisville and Jefferson County, in cooperation with the Kentucky Cabinet for Human Resources and the University of Kentucky, conducted a survey of all licensed child day care facilities in the Commonwealth of Kentucky. The study was intended to provide information for use in planning for child day care needs. Of 1,257 questionnaires mailed to facilities, 442 were returned. Questionnaires were returned by facilities in about 76 percent of the 119 Kentucky counties with licensed facilities. Survey data were examined with regard to availability, affordability, and quality of programs. Findings indicated that state and local policymakers must: (1) seek ways to eliminate the critical shortage of family day care homes in Kentucky; (2) increase the number of available slots for infant and toddler care, alternate care for parents with atypical work patterns, and care which provides transportation; (3) increase funding for subsidies; and (4) find ways to enhance the working

*Preschool Education; Preschool Teachers; Questionnaires; Special Education; State Surveys; *Teacher Attitudes
IDENTIFIERS- *Developmentally Appropriate Practices

A survey of beliefs of teachers and administrators regarding developmentally appropriate preschool programming was conducted. An instrument based on National Association for the Education of Young Children (NAEYC) guidelines (1987) for developmentally appropriate practices (DAP) was developed and distributed. Items were designed to assess beliefs concerning curriculum goals; teaching strategies; guidance of socioemotional development; language and literacy development; cognitive, physical, and aesthetic development; motivation; parent-teacher relations; assessment of children; program entry; and staffing. Participants were 401 elementary and special education administrators, and prekindergarten, kindergarten, primary, intermediate, and special education teachers from a large Northeastern state. The sample included subjects from 104 school districts with rural, suburban, and large metropolitan populations. Findings revealed that special educators, prekindergarten teachers, and elementary and special education administrators had significantly better knowledge of DAP than kindergarten, primary, and intermediate grade teachers. It is concluded that the findings are especially problematic, since kindergarten through sixth grade teachers, who had the least knowledge of DAP, make up the primary pool from which teachers are most likely to be selected for public school preschool programs. (RH)

ED 315 180 PS 018 573

Mansfield, April M.
Professionalism in Family Day Care.
PUB DATE- Feb 86
NOTE- 157p.; Master's Thesis, Pacific Oaks College.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; *Family Day Care; Questionnaires; Research Problems; Resources; *Social Support Groups; *Teacher Characteristics; *Teacher Persistence
IDENTIFIERS- *Professionalism; *Program Characteristics

A study tested the hypothesis that the majority of family day care providers do not continue in their job for more than 5 years. It was expected that those who continued as providers or went on to do

ED 315 194　　　　　　PS 018 591

Rhode Island Child Care Salary--1989. Submitted to the Rhode Island Workforce 2000 Council.

Rhode Island Association for the Education of Young Children, Barrington.

PUB DATE- 30 Aug 89
NOTE- 16p.; Numerous statistical tables in reduced size.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Demography; Early Childhood Education; *Faculty Mobility; *Family Day Care; *Fees; *Fringe Benefits; *Salaries; State Surveys
IDENTIFIERS- Project Head Start; *Rhode Island

A survey gathered information on salaries, working conditions, benefits, and turnover of early childhood providers in Rhode Island. The sample was drawn from 30 percent of the state's full-day care centers, part-day nursery schools, after-school programs, prekindergarten programs attached to elementary schools, and home day care providers. All eight of the state's Head Start programs were surveyed. A total of 96 center-based programs and 151 home day care providers received questionnaires. Response rate was 88 percent for centers and 60 percent for home providers. A total of 826 teachers, assistants, directors, and home providers were represented. Findings indicate that Rhode Island's early childhood providers are undercompensated for their skills, receive inadequate benefits, and are leaving the field for better-paying positions. Turnover is unacceptably high. In light of the tremendous growth in demand for child care services, these findings describe a service profession in crisis. More revenue must be drawn into the profession, primarily to improve compensation and working conditions. It is concluded that solutions will require a broad coalition of parents who use early childhood programs, persons who work in the programs, employers, and policymakers. A summary of the report is appended. (RH)

exercises, and videotape to create the final production. Within 2 weeks, the talented and gifted students had written and produced a play, which was presented on the final night of the summer program. (TES)

ED 315 207 RC 017 263

Joyce, Bonnie G.; And Others
A Program for Preparing Teachers To Serve Handicapped Migrant Students in Rural Areas.
PUB DATE- Mar 89
NOTE- 9p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Child Advocacy; *Disabilities; Helping Relationship; Higher Education; Inservice Teacher Education; Migrant Children; *Migrant Education; Rural Education; Special Education; *Special Education Teachers; *Teacher Education Programs
IDENTIFIERS- Florida

Although children of migrant workers tend to have low educational achievement, there is a surprising lack of data concerning educational challenges faced by handicapped migrant children. It is often a teacher's advocacy that results in a student's enrollment in special education services. This paper describes a Florida program for training special educators as advocates for handicapped migrant children. The training program provides instruction in competencies for teachers serving mild and moderately handicapped migrant students in rural areas, and includes components in other related fields. Course content is divided into three areas of competency development: (1) assessment of academic performance, behavior, and vocational interest; (2) intervention through individualized instruction and transition-to-work plans; and (3) cultural understanding. The effectiveness of the training program is evaluated through Q-sort methodology coupled with frequency data. A list of the training program's 25 competencies is included. (TES)

Chance, Edward W.
Developing Administrative Vision.
PUB DATE- Mar 89
NOTE- 13p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Information Analysis/State-of-the-Art Materials (070)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Change; Administrative Principles; *Administrator Role; Administrators; *Educational Administration; *Educational Planning; Elementary Secondary Education; Leaders; *Leadership Styles; Long Range Planning; *Management by Objectives; Rural Education

Visionary leadership has emerged as a significant characteristic of high performing school administrators. Vision provides a sense of direction for the school and facilitates accomplishment. Administrators must move from authoritarian and managerial modes of operation to proactive leadership, and maintain a focus on the vision through turmoil and change. In developing a personal vision, one needs to ask questions about one's strengths and weaknesses as a leader and write the answers in a vision statement. In much the same manner, one can develop this into an organizational vision, and then identify knowledge of the organization and involve others to facilitate the implementation of the vision. The final component of vision is future vision which often uses metaphorical statements, symbols, or personal models. Administrators should allocate funding, materials, and time to sustain the vision, and apply various administrative strategies to pursue the vision. The changes in rural education demands visionary leadership. This paper contains 20 references. (GGH)

ED 315 222 RC 017 278

Feick, Terry; And Others
Literacy--The Challenge of the Twenty-First Century: A Rural Perspective and A Rural Community Adopts a Literature Based Language Arts Program.
PUB DATE- 8 Mar 89
NOTE- 23p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC

set out on their goal in rural Hart County, Kentucky, they discovered that no instrument existed to measure changes in the level of parental involvement. Using research material found in the ERIC database, the team set about building a new, reliable, and valid instrument. They based their work on activities that already had proven to reflect parental involvement and came up with 30 items, each consisting of a statement about some kind of parental involvement. Parents receiving the survey were asked to indicate, on a five-point scale, how much they agreed with the statements. The team planned to compare scores taken before and after the parental-interest project had carried out some of its activities, thereby determining resulting changes in parental interest. Initial tests show the new instrument to have high reliability, although the project is preliminary. The document includes a copy of the 30-item survey questionnaire and a 31-table summary of data gathered in the instrument's first administration in Hart County. (TES)

ED 315 235 RC 017 291

Lemke, June Canty
Supporting Beginning Teachers in Rural And Small Schools.
PUB DATE- Mar 89
NOTE- 10p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Continuing Education; Elementary Secondary Education; Incentives; *Inservice Teacher Education; Labor Turnover; Postsecondary Education; Rural Education; *Rural Schools; School Surveys; Small Schools; *Teacher Orientation; Teacher Recruitment
IDENTIFIERS- *California (South)

The needs of rural teachers differ significantly from those of teachers who begin their careers in urban and suburban districts, where staff and resources are more plentiful. Significant problems exist in finding and retaining rural teachers. This paper presents findings of a 1988 survey of 256 small or rural schools in four Southern California counties (Orange, Riverside, San Bernardino, and San Diego). The survey asked principals to identify support selection, placement, training, and evaluation. Cross-age and peer tutors may be trained using a similar format to one used for training community volunteers. After the program was instituted, the number of referrals to the school's multidisciplinary team dropped by 75%, as did the number of students eligible for special education services. (TES)

ED 315 248 RC 017 304

Knapczyk, Dennis R.
Design and Supervision of Field-Based Practicum Experiences in Rural Communities.
PUB DATE- Mar 89
NOTE- 19p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Field Experience Programs; Graduate Study; Higher Education; *Inservice Teacher Education; Practicums; *Practicum Supervision; *Program Development; Rural Areas; *Rural Schools; Special Education; *Special Education Teachers
IDENTIFIERS- *Indiana University

This paper presents a guide for developing and supervising field-based practicum activities to support training of special educators working in rural communities. Particular attention is given to organizing and overseeing practicum experiences that prepare teachers for integrating students with mild learning and behavior problems into regular education programs. The paper uses the graduate teacher training program in special education at Indiana University as an example of how high-quality practicum experiences can be offered to trainees teaching in rural communities. Activities for devising field experiences to support a teacher training program include establishing aims and goals and listing competencies associated with those goals. Field-based projects should be consistent with program competencies and training materials should permit trainees to progress through activities with a minimum of direction. Strategies for supervising field experiences should be flexible enough to accommodate differences among activities and projects. This document includes 12 references, 2 tables, and 2 organizational charts. (TES)

ED 315 261 RC 017 376

The Texas State Manual for Identification and Recruitment of the Migrant Students. A Manual for Practitioners in the Migrant Education Program.

Texas Education Agency, Austin. Div. of Migrant Education.

PUB DATE- Aug 89
NOTE- 123p.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Eligibility; *Identification; *Migrant Children; Migrant Education; Migrant Programs; Quality Control; School Personnel; *Student Recruitment; Training
IDENTIFIERS- *Migrant Education Program; Migrant Student Record Transfer System; *Texas; Training Materials

This manual provides training for Migrant Education Program personnel in the areas of program purpose and history, identification and recruitment of eligible students, program services, and the Migrant Student Record Transfer System (MSRTS) and other interstate linkages. The identification and recruitment process consists of three interrelated elements: (1) definitions governing migrant program eligibility; (2) the process recruiters use to translate those definitions into accurate and well recorded eligibility determinations; and (3) procedures to oversee the quality of recruiters' decisions. The manual's eligibility section contains definitions, instructions for completing the certificate of eligibility, illustrative case studies, indicators of possible nonqualifying conditions, assistance with difficult decisions, and lists of qualifying seasonal and temporary work in livestock, poultry, and dairy farming. The identification and recruitment section outlines the Texas statewide effort, strategies for effective recruitment, personal characteristics of the effective recruiter, recruiter duties and responsibilities, details of the recruitment interview, characteristics of a good supervisor, and identification and recruitment competencies. The quality control section discusses required components of the personnel training program; MSRTS interagency relationships; quality control in project districts, cooperatives, and service centers; district and state monitoring of school districts' compliance with state and federal regulations; and auditable files. Appendices contain federal regulations and nonregulatory guidance, questionnaires and

fluid contained in a cylindrical tank from one level to another using a hole in the tank wall is derived. Procedures for constructing the experimental equipment and procedures for determining the coefficient of discharge are described. A student laboratory worksheet for experimental observations and theoretical predictions is provided. (YP)

ED 315 276 SE 051 146

Sworder, Steven C.
A Laboratory Exercise with Related Rates.
PUB DATE- Dec 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Calculus; *College Mathematics; Electronics; Higher Education; *Laboratory Experiments; Laboratory Procedures; *Mathematical Applications; *Mathematical Formulas; Mathematics Education; Mathematics Materials; Mathematics Skills; *Physics

A laboratory experiment, based on a simple electric circuit that can be used to demonstrate the existence of real-world "related rates" problems, is outlined and an equation for voltage across the capacitor terminals during discharge is derived. The necessary materials, setup methods, and experimental problems are described. A student laboratory worksheet is provided. (YP)

ED 315 277 SE 051 147

Sworder, Steven C.
The Pendulum and the Calculus.
PUB DATE- Dec 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use -

ED 315 292 SE 051 173

Partners in Science. High School-College Research Partnerships. A Report on the 1988 Grants and Conferences.
Research Corp., Tucson, AZ.
PUB DATE- Mar 89
NOTE- 32p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *College Science; Cooperative Programs; *Educational Cooperation; Higher Education; High Schools; *Program Descriptions; *Science Teachers; *Secondary School Science
IDENTIFIERS- *Partnerships in Education

The declining U.S. student interest in science and U.S. students' poorer performance on standardized tests as compared to their counterparts in other developed nations raise serious concerns over the future of the sciences in the United States. After reviewing the available data, the staff and board of Research Corporation set as one of its major goals to increase the flow of young people into the sciences with programs related to the corporation's expertise. The partnerships which evolved from this goal combine college research with the opportunity for high school teachers to participate in research in many areas of science and invigorate their high school teaching as a result of their experiences. In early 1988, 33 awards were granted in Arizona, California, and New Mexico. Two conferences were organized to facilitate this program. Summaries of the summer experiences and the findings of each conference are the topics of this report. Lists of conference participants, awards, and guidelines for the High School-College Research Partnerships appear in the appendices. (CW)

ED 315 293 SE 051 174

Halford, Graeme S.; Boulton-Lewis, Gillian M.
Value and Limitations of Analogs in Teaching Mathematics.

following: (1) domain and range; (2) product and quotient inequalities; and (3) the solving of equations. Instructional hints are provided for each topic with some equations and graphs. (YP)

ED 315 308 SE 051 203

Science 14/24: Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO.- ISBN-0-7732-0256-0
PUB DATE- Jun 89
NOTE- 298p.; Some pages have text on a pastel background.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; High Schools; Lesson Plans; *Resource Materials; *Science and Society; Science Curriculum; Science Education; Science Instruction; Science Materials; *Scientific Literacy; Secondary Education; *Secondary School Science; Teaching Guides
IDENTIFIERS- *Alberta; Science 14 24 Program

This resource material is intended to assist teachers in translating the intentions of the Science 14/24 program into classroom practice. The Science 14/24 program was designed to develop scientific literacy and stress interactions among science, technology, and society. The program was designed for students enrolled in the General High School Diploma Program in Alberta. Sections included are: (1) "Background to the Science 14/24 Program"; (2) "Planning" (providing suggestions for using time and resources); (3) "Teaching Strategies"; (4) "Student Evaluation"; (5) "Sample Activities" (consisting of four units each of Science 14 and 24); (6) "Science 14/24 Optional Units"; (7) "Learning Resources" (listing resources and addresses of 12 resource/media centers); and (8) "Bibliography." (YP)

ED 315 309 SE 051 204

Education for the Future: Addresses from a Public Symposium.
Texas Committee for the Humanities, Austin.
PUB DATE- 89
NOTE- 57p.; Presentations from the Texas Committee for the Humanities Public Symposium (Austin, TX, November 14, 1988).
AVAILABLE FROM- Texas Committee for the Humanities, 100 Neches Street, Austin, TX 78701 ($3.00 plus $1.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; *Educational Change; *Educational Objectives; Elementary Secondary Education; Financial Support; *Futures (of Society); Global Approach; *Humanities; Postsecondary Education; Quality of Life; Relevance (Education)
IDENTIFIERS- *Texas

These conference proceedings examine the future of humanities education in Texas and are part of the "Preparing for Texas in the 21st Century Project." The papers presented focused on such critical issues as state support for community sponsored cultural programming and the need for increased citizen understanding of other nations and cultures. The papers included are: (1) "Raising Questions and Opening Minds" (E. Temple); (2) "Education, Citizenship, and Tomorrow's Texas" (A. Richards); (3) "Assessing Educational Reform" (B. Haley); (4) "Educational Priorities in the 21st Century" (W. Delco); (5) "Arts Funding and Quality of Life in Texas" (R. Wallace); (6) "Understanding Other Cultures: The Need for Global Perspective" (F. Abernethy); and (7) "Education for the Future" (J. Veninga). (PPB)

ED 315 326 SO 020 329

Cheek, Dennis, W., Ed.; Waks, Leonard J., Ed.
Technological Literacy IV: Proceedings of the National Technological Literacy Conference (4th, Arlington, Virginia, February 3-5, 1989).
National Association for Science, Technology, and Society, University Park, PA.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Feb 89
NOTE- 566p.; Best copy available. For related document, see ED 308 099.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.

Organizations; *International Relations; Peace; Social Problems; Technological Advancement; World Affairs; *World Problems
IDENTIFIERS- *United Nations

The number and depth of global problems is increasing and the capacity of the United Nations (UN) to deal with them is diminishing. The international effort to deal with environmental problems is fragmented and underfunded. The UN has no mechanism for the routine identification and analysis of problems and the proposal of solutions to them. In the peace and security area, the changed objects of war from those that prevailed at the end of World War II confound the UN approach. Most wars that are fought today try to bring down a regime or force it to change its policies rather than seize land from the country. In sum, the participants found the UN wanting as an effective multilateral institution for the management of a growing list of world problems. There is a definite need to address the problem of making the UN a more effective instrument for bringing about a better world. A list of conference participants and the conference-opening address are included. (Author/JB)

ED 315 341 SO 020 510

International Agenda for the 1990s. Report of the United Nations of the Next Decade Conference (23rd, Brioni, Yugoslavia, July 17-22, 1988).

Stanley Foundation, Muscatine, Iowa.

PUB DATE- Jul 88
NOTE- 40p.; For related documents, see SO 020 509-511. Photographs will film poorly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Agents; Conservation (Environment); Developed Nations; Developing Nations; *Economic Change; Environment; Futures (of Society); Global Approach; *International Cooperation; International Organizations; International Relations; Peace; Social Problems; *Technological Advancement; *World Affairs; *World Problems
IDENTIFIERS- *United Nations

The conference reported on in this document focused on the profound changes taking place in the world, changes characterized by their international nature and requiring multinational cooperation. The security of national borders continues to be a concern, but

after the students passed a college writing assessment. Writing was assessed based on two writing samples: one done for another class and one on a specific topic and produced for the study. It was found that students had usually written at least two drafts of at-home assignments because of the time available, but none had chosen to ask for assistance. Dramatic changes were seen in the second study in the quantity of student writing, fluency, vocabulary, and idiomatic expressions. Some unresolved problems of form were found in all papers. The differences in the writing strategies available to the students were less apparent in this study than in the earlier study. Most instructors expected students to demonstrate in writing that they had understood the material being studied and could use the information gained and actively contemplate it. Overall, instructors responded to what they perceived as the sophistication of thought, grasp of material, and care taken by students with the writing task. Some teachers felt the ESL students in their classes were as good or better writers than native English-speaking students, despite the second language problem. (MSE)

ED 314 959 FL 018 313

Numrich, Carol
Cognitive Strategies for Integrating ESL and Content Area Instruction.
PUB DATE- 89
NOTE- 11p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Classroom Techniques; *Cognitive Processes; *English (Second Language); *Reading Comprehension; *Reading Strategies; Secondary Education; Second Language Instruction
IDENTIFIERS- *Content Area Teaching

Five classroom strategies for improving the comprehension of the content areas by students of English as a Second Language (ESL) are described. The strategies encourage students' processing skills of comprehension rather than emphasizing the products of comprehension. The strategies can help students learn English and also prepare them for higher-level thinking skills in the subject

Human Resource Development. Since the average age of the students was 36, special emphasis was placed on structuring the class to increase relevance to the students' working lives and to ways adults learn best. A brief literature review examined theories of adult learning and motivation and of experiential learning and teaching evaluation. This review resulted in identification of six principles of effective practice which guided course design. Central to the course's activities was a real-life evaluation study of a local insurance company's training programs. Implementation required negotiations with the company and university personnel, group design of the evaluation study, document analysis, development of employee and customer surveys as well as interview questions for individuals and focus groups, and preparation of a final report. Finally, the course was evaluated against the six principles identified as facilitating adult learning: (1) voluntary participation in learning; (2) mutual respect; (3) collaborative spirit; (4) action and reflection; (5) critical reflection; and (6) self-direction. All students recommended using the real-life evaluation project again. An appendix presents the evaluation design matrix. 18 references. (DB)

ED 314 974 HE 023 131

Caskey, Sheila; Cochran, Leslie H.

Institutional and Graduate School Consumerism: The Missing Link of Commitment to Teaching.

PUB DATE- 89

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Administration; *College Instruction; Deans; *Faculty Development; Faculty Promotion; Faculty Publishing; Faculty Recruitment; Higher Education; *Teacher Effectiveness; *Teaching Assistants; Universities

The paper examines issues of teaching quality at the university level and offers recommendations concerning training of teaching assistants, the role of the graduate dean, and the role of the chief academic officer. Although both teaching competence and scholarly expertise are commonly recognized as necessary for faculty competence, discrepancies exist in the amount of emphasis placed on research versus teaching effectiveness in the promotion process. Surveys indicate that institutions report offering

REPORT NO.- ISBN-0-9623882-5-4
PUB DATE- 89
NOTE- 129p.
CONTRACT- RI-88-062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. ES, Washington, DC 20036-1181 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; Change Strategies; College Faculty; *Cultural Pluralism; Demography; *Educational Change; Educational Quality; Enrollment Trends; Higher Education; Institutional Evaluation; Institutional Survival; School Holding Power; *Student Characteristics; Trend Analysis
IDENTIFIERS- *Diversity (Student)

For years, researchers have forecast the increasing diversification of students in higher education as a result of changing demographics and a variety of other social and economic shifts. The diverse elements of today's student body include differing age, gender, ethnic and racial backgrounds, and increasing numbers of differently able and part-time students. The issues facing higher education fundamentally relate to the capacity of institutions to function in a pluralistic environment. After an executive summary and introduction, six sections cover the following topics: (1) the status of diversity (enrollment, retention, and the campus environment); (2) the role of student characteristics; (3) the challenge of involvement (theories of involvement, cultural pluralism, intergroup relations, and demography); (4) institutional responses to diversity (approaches of successful institutions and implications); (5) organizing for diversity (diversification of faculty and staff, mission and values, dealing with conflict, the quality of interaction on campus, educating for diversity, the perceived conflict between access and quality, and the changing climate); and (6) assessment and implications (institutional assessment, research, coordination among sectors, national issues, costs and commitment, and leadership). An appendix describes institutional characteristics. Contains approximately 360 references. (SM)

ED 314 988 HE 023 154

indices provide access by organization, nationality, educational level, and field of study. (SM)

ED 315 001 HE 023 167

Buzza, Bonnie Wilson
Four Years Later: Rethinking the Essential Undergraduate Curriculum.
PUB DATE- Oct 89
NOTE- 12p.; Paper presented at the Convention of the Speech Communication Association (San Francisco, CA, October 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Curriculum; *Core Curriculum; Course Content; *Curriculum Development; Curriculum Evaluation; Higher Education; *Small Colleges; *Speech Curriculum; Speech Therapy; *Undergraduate Study
IDENTIFIERS- Essential Undergrad Curr Speech Commun Small Coll

One of the most significant activities undertaken by members of small college speech departments has been the development of the Essential Undergraduate Curriculum in Speech Communication at the Small College. This paper reviews six aspects of this curriculum: (1) the "statement of domain"; (2) iterdisciplinary aspects; (3) questions of methodology; (4) changes in certain of the courses listed; (5) the role of communication theory; and (6) faculty preparation for staffing such a program. Among the conclusions is the following: a clearer articulation of the field's "domain" is needed. This articulation needs to consider interdisciplinary and multi-methodological aspects of the discipline. Thought should be given to replacing several of the courses with others more reflective of the central ideas of the discipline (specifically, are oral interpretation and voice and diction more central to the curriculum than communication theory, listening, and multi-cultural diversity?) Finally, ongoing opportunities for faculty development in the content areas of the discipline need to be provided. (SM)

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Comparative Education; *Developed Nations; *Developing Nations; *Educational Economics; Educational Technology; Efficiency; Fiscal Capacity; Futures (of Society); Higher Education; Resource Allocation; *Student Costs; Trend Analysis
IDENTIFIERS- Australia; Japan; Sweden; United Kingdom

The paper uses data from the United States and several other industrialized nations to evaluate the costs of post-secondary education. Discussed are: variations on the concept of higher educational costs; three cost issues (how much higher education, the unit costs of higher education, and sharing the costs); higher education costs and social goals--equality of opportunity, efficiency, and equity; the costs of higher education in five nations (United States, United Kingdom, Japan, Australia, Sweden). Among the international trends identified are the following: (1) aggregate expenditures will increase in real terms; (2) the underrepresentation of children from less privileged socioeconomic classes will remain a great problem in all nations; (3) pressures to spend more on aggregate higher educational capacity and on a per-unit basis will be resisted by increasing pressures from governments (taxpayers) to lower unit costs and become more productive; (4) technology (though unsuccessful in altering unit costs in Europe and North America) may play a role in the cost-effective expansion of higher education in Asia and sparsely populated regions; (5) higher education will become increasingly differentiated; (6) higher education will continue to broaden its revenue base away from overwhelming reliance on the taxpayer. Forty-four endnotes are attached. (DB)

ED 315 016 HE 023 182

Campbell, Clifton P.
Time Management: A Lesson Plan, Transparencies, Handouts and Media Evaluations on the Topic.
PUB DATE- 88
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

DESCRIPTORS- *Access to Information; Cooperative Planning; Elementary Secondary Education; *Facility Planning; Guidelines; Information Networks; *Information Services; *Leadership; *Learning Resources Centers; *Library Standards; Media Specialists

Developed jointly by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT), these guidelines for the school library media specialist are based on the premise that teachers, principals, and library media specialists must form a partnership and must plan together to design and implement the program that best matches the instructional needs of the school. Emphasis is placed on the responsibility of the building level media specialist to exercise leadership in establishing the partnerships and initiating the planning process. The central unifying concept of the guidelines is the provision of both physical and intellectual access to information, increasingly through networks extending well beyond the school. The guidelines are presented in eight chapters: (1) The Mission and the Challenges; (2) The School Library Media Program; (3) The School Library Media Specialist: Roles and Responsibilities; (4) Leadership, Planning, and Management; (5) Personnel; (6) Resources and Equipment; (7) Facilities; and (8) District, Regional, and State Leadership. Seven appendixes provide: a report on a survey of school library media centers; budget formulas for materials and equipment; library media facility guidelines; policies and statements on access to information; a list of selected research studies; and lists of individuals who have contributed to the development of the guidelines, either financially or as professional consultants. An annotated bibliography lists 12 sources of information on the history of school libraries and six guides to national standards and guidelines for school library media programs published between 1920 and 1975. (GL)

ED 315 029 IR 014 103

Jay, M. Ellen; And Others

Information Power: Guidelines for School Library Media Programs. A Discussion Guide.

American Association of School Librarians, Chicago, Ill.; Association for Educational Communications and Technology, Washington, D.C.

REPORT NO.- ISBN-0-8389-7256-X; ISBN-0-89240-056-0
PUB DATE- 88
NOTE- 28p.; For "Information Power," see IR 014 102.

ED 315 042 IR 014 151

Sorge, Dennis H.
PALOS Mathematics: Education by Videodisc.
PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Courseware; *Instructional Development; *Interactive Video; Mathematics Education; *Program Implementation
IDENTIFIERS- *Purdue Academic Learning Opportunity Systems

The Purdue Academic Learning Opportunity Systems (PALOS), a state-wide program based at Purdue University, was established to provide an administrative structure to enhance the education of Indiana adult residents. The PALOS Mathematics program was designed to increase mathematics achievement levels for selected Indiana populations. The initial funding was for adults who were deficient in mathematical skills. By September 1988, interactive videodisk units had been placed at seven sites, across Indiana, selected to provide variety in both learners and administrative environment. The first programs to be implemented were a basic mathematics program and an algebra program produced by Health Edutech, Minneapolis. Problems encountered since the project began include: (1) some students are unable to read the computer screens because of low reading levels and language barriers; (2) no clear procedures exist for the integration of the interactive videodisk system into existing programs; (3) administrators lack technical knowledge; and (4) successful remote site installation will require documentation on hardware and software purchasing, installation, and use of the system with particular students or groups of students. (GL)

ED 315 043 IR 014 153

Friedman, Edward A.
Technologies for Text: Storage and Retrieval of Linguistic Records.

animal operant laboratory taught in conjunction with a course on the psychology of learning. An IBM-compatible (Zenith) microcomputer, interfacing components, and the OPERANT/PC software program were selected to control the operant chambers and collect data. An instructor-generated survey was conducted to assess students' prior experience and computer skills, and handouts, demonstrations, and an initial computer assignment were developed to introduce the system. At the end of the course, students completed the instructor-generated survey again. Evaluation of the system was based on student reactions, student performance, and survey responses. Results indicated that the system allowed laboratory activities to be expanded and to include more information, freed the instructor from technical duties so that he could focus on course content, and provided students with better laboratory and research experience as well as an introduction to computers. Six references are listed. (MES)

ED 315 057 IR 014 171

Schlenker, Richard M.
Loading Appleworks into the Apple IIGS Computer.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- 29 Sep 89
NOTE- 9p.; For related guides, see ED 313 009 and ED 314 009-014.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; *Microcomputers
IDENTIFIERS- Apple IIGS; *AppleWorks

This step-by-step guide to loading AppleWorks V2.0 into the Apple IIGS computer provides instructions for energizing the computer and monitor, inserting the disk, using the Apple-control-reset function, and loading the program. Seven sample screen displays are included. (MES)

ED 315 058 IR 014 172

Library Administration; *Library Automation; Library Services; *Management Information Systems; Memory; Models

This paper begins with a discussion of the decision-making process. The application of operations research technologies to managerial decision-making is noted, and the development of management information systems in organizations and some limitations of these systems are discussed. An overview of the Human Information Processing System (HIPS) model and its three subsystems--external memory, short-term memory, and long-term memory--is then presented, and the concepts of problem space and bounded rationality are introduced. A description of the architecture of an expert system covers its two basic components: (1) the knowledge base and working memory; and (2) the inference system and control subsystem. Several applications of expert systems by library managers and operational groups are identified, and a prediction that expert systems will have a bright future in libraries and more user-oriented applications concludes the paper. (15 references) (MES)

ED 315 072 IR 052 981

Lundu, Maurice C.
The Information Marketing Concept and the Implementation of National Information Policy (NIP) in Zambia.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the British Council Workshop (Lusaka, Zambia, April 11-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; Foreign Countries; Information Dissemination; Information Processing; *Information Utilization; *Marketing; *Policy Formation; *Technology Transfer; *User Needs (Information)
IDENTIFIERS- *National Information Policy; *Zambia

This paper describes the purpose of a national information policy in general, the process that led to the formation of such a policy in Zambia, and the requirements for its successful implementation. Particular attention is paid to the concept of information marketing. It is argued that such a concept would be an implementation requirement if properly applied to the current Zambian situation, and that education and training would play a key

Library Associations; *Library Education; Library Networks; *Library Research; Preservation; *Professional Continuing Education; Program Descriptions
IDENTIFIERS- *Council on Library Resources; Sponsored Research

This annual report provides a review of Council on Library Resources (CLR) activities for 1988-1989. Status reports on long-term projects and/or lists of relevant activities funded during the year are provided for the CLR Program on Library Management and Operations, including: operating support for the Commission on Preservation and Access; bibliographic services, including the Linked Systems Project (LSP) and the Bibliographic Services Study Committee (BSSC); and access to recorded information. Activities reported in the area of librarianship and professional education include: several fellowship programs; the Academic Library Management Intern Program; cooperative research grants, which are designed to stimulate productive communication between librarians and faculty members and increase the quantity and quality of library research; a senior fellows seminar on the future characteristics of academic research libraries; and an institute for government archivists. Information Studies, a new CLR program that is designed to strengthen professional education, is described in detail. Also included in this report are: (1) rosters of committees that assisted CLR; (2) a list of publications and reports that have grown out of CLR programs and grants; (3) an account of administrative matters of general interest; (4) a record of active grants; and (5) the audited financial reports for the year. An index is provided. (SD)

ED 315 087 IR 053 062

Garner, Diane
Depository Libraries in the 1990s.
PUB DATE- 89
NOTE- 6p.; Paper presented at the Annual Conference of the American Statistical Association (Washington, DC, October 6-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Depository Libraries; *Electronic Publishing; Federal Government; *Government Publications; *Information Dissemination; Library Role; Online Systems; Optical Data Disks; Public Policy; Technological

those who did most often mentioned high costs as a concern. The committee recommends that SLA provide its members with more information and education on networking benefits and opportunities, and support network-related research. Eleven tables are attached and the survey instrument and verbatim responses to the question "Is there anything else about networking you would like us to know?" are appended. (SD)

ED 315 100 IR 053 083

Freedman, Janet
Information for Transformation: The Perspective of a Library Director.
PUB DATE- Jun 89
NOTE- 11p.; Paper presented at the National Women's Studies Association Conference.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Administrator Attitudes; *Feminism; *Futures (of Society); Higher Education; *Librarians; Library Administration; Library Automation; *Library Role; Outreach Programs; Sex Stereotypes; *Technological Advancement; Women Faculty; Womens Studies
IDENTIFIERS- Patriarchal Societies

Current and possible future roles of feminist librarians in the academic community are explored in this paper. The discussion opens with a recounting of past accomplishments of feminist librarians in general--e.g., reversing the Library of Congress use of "women as exceptions" subject headings--and follows with descriptions of recent accomplishments of one librarian and her staff in managing an academic library and teaching bibliographic instruction from an openly feminist perspective. It is suggested that the feminist management style is tolerated because it is seen as being in keeping with the stereotypical view of librarianship as a women's profession, and because it effectively services the patriarchal institution; however, this style and perspective is not recommended as a model for others to follow. The origins of women's studies curricula are recalled and women faculty members are urged to work with librarians to analyze and take action in transforming the role of all women on university campuses. Women in academia are also in allied health occupations, agribusiness, greenhouse propagation, business, home economics, and industrial-technical occupations; (2) survey findings, labor market information, and feedback from school personnel underscored the need for a review process for current and future vocational education programs; an updated, competency-based vocational curriculum; and articulation between BBCC's and high schools' vocational programs; (3) the large size of the BBCC district necessitated consideration of such options as satellite programs, mobile classrooms, and itinerant teachers for rural areas; (4) discussions with school district superintendents resulted in agreement on a standardized document allowing BBCC to separately contract with each school district; (5) interviews with administrators, teachers, students, and parents suggested that the Regional Skills Program had increased student interest, improved the retention of at-risk students, added variety to high school programs, and increased 1989-90 enrollments in the BBCC's high school automotive, cosmetology, and welding classes by 53% from the previous year; and (6) a five-year timeline for program implementation was developed. Appendixes include the high school survey instrument, a map of BBCC's service area, and the sample BBCC-high school contract. (WJT)

ED 315 113 JC 900 094

Griffin, Beverly Norris
How To Improve Students' Writing Styles.
Shelby State Community Coll., Memphis, Tenn.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Revision (Written Composition); *Teaching Methods; Two Year Colleges; Writing Exercises; *Writing Improvement; *Writing Instruction; *Writing Skills

Instructors often criticize student writing styles in abstract, nebulous terms which further serve to alienate student writers from the concept of style. College instructors should direct students to such concise, recognized discourses on improving writing style as Strunk and White's "The Elements of Style." In these manuals, specific, effective suggestions may be found, such as "be concise," "use active verbs," "choose words carefully," and "omit unnecessary vocational schools; (2) the proportion of students completing academic associate degrees declined, and the likelihood of transferring among those with such credentials also declined (from 68.7% in the Class of 1972 to 48.9% in the Class of 1980). (3) the proportion of students earning vocational associate degrees increased, but the likelihood of those with such credentials transferring decreased from 31.7% to 23.2%; (4) those with vocational associate degrees were less than half as likely to transfer as those with academic associate degrees; (5) rates of completing certificates increased in technical institutes and remained stable in community colleges, but certificate completers were much less likely than degree completers to transfer; and (6) transfer rates were higher for males, white students, high socioeconomic status students, and those who were in the academic track rather than the general or vocational tracks during high school. Many different factors explain the decline of transfer rates, including the changing demographic backgrounds of students, declining achievement during high school, a collapse of career counseling in the high school, an increase in the numbers of "experimenters" in community colleges, the shift from academic to vocational programs within community colleges, the apparent weakening of academic associate degree programs as routes to transfer, and declining federal aid. An appendix containing student transfer data is attached. (JMC)

ED 315 126 JC 900 114

Distribution of 1990-91 Federal Vocational Education Funds.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 89
NOTE- 17p.; Discussed as Agenda Item 1 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, March 8-9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Categorical Aid; Community Colleges; *Educational Finance; Educational Legislation; *Federal Aid; *Resource Allocation; School District Spending; Secondary Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California; *Carl D Perkins Vocational Education Act 1984

The 1984 Carl D. Perkins Vocational Education Act provides federal

ED 315 138 JC 900 128

Part-Time Faculty Hiring Procedures: A Model Based on Assembly Bill 1725.
California Community Colleges, Sacramento. Academic Senate.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; *College Faculty; Community Colleges; *Part Time Faculty; *Personnel Policy; State Legislation; *Teacher Employment; *Teacher Qualifications; *Teacher Selection; Two Year Colleges
IDENTIFIERS- *California

The policy statement on contract faculty employment presented in this document was adopted by the Academic Senate for California Community Colleges as a model conforming to the provisions of Assembly Bill (AB) 1725. The document contains sections addressing: (1) the college's philosophy regarding part-time faculty hiring; (2) affirmative action procedures; (3) position identification and search procedures, including guidelines for determining the need for part-time faculty assignments, desirable qualifications such as sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds; (4) selection committee procedures, including guidance on the composition of the committee, review of applications, evaluation of candidates, and selection of the final candidate; (5) emergency hiring if an instructor becomes unavailable to teach at the last moment or a course is over-enrolled; and (6) review and revision of the statement. Relevant sections of AB 1725 are cited. (WJT)

ED 315 139 JC 900 129

Equivalence to the Minimum Qualifications.
California Community Colleges, Sacramento. Academic Senate.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reider, Eve E.; And Others
Alcohol Involvement and Family Violence in a High Risk Sample: I. Spousal Violence.
SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Aug 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; Antisocial Behavior; *At Risk Persons; Cross Sectional Studies; Family Characteristics; Family Environment; *Family Violence; Fathers; Males; Mothers; Parent Influence; *Preschool Children; *Spouses

This report presents cross-sectional data on the relationships of alcohol difficulties, antisocial behavior, family conflict, family violence, and, particularly, spousal violence. The data were derived from a large-scale, longitudinal study of causes of alcohol abuse and the development of patterns of family violence. Subjects in the part of the study discussed in this paper were 75 working class couples with a male preschool-age child at risk for alcohol problems in adulthood due to the father's alcoholism. The violence of husband to wife and the violence of wife to husband, during the year before the assessment, were analyzed. Severity and cumulative intensity of violence scores were recorded. A severity score was the highest level of physical violence perpetrated during the past year. Cumulative intensity was a summation score based on the level of violence intensity times the frequency of the violence, summed for all levels of violence items. As expected, positive, zero order correlations were found between antisocial behavior, long-term alcohol involvement, family conflict, and husbands' reports of violent behavior toward their wives. A history of alcohol-related troubles was associated with a negative family environment and increased violence in the home. Findings suggest that different dynamics contribute to severity of violence and cumulative intensity of violence. (RH)

ED 315 152 PS 018 496

Fitzgerald, Hiram E.; And Others

conditions of staff and, thereby, the quality of child day care. (RH)

ED 315 166 PS 018 556

Hewes, Dorothy W.
Entrance Age to Public Education in the United States, 1642 to 1842.
PUB DATE- 11 Aug 89
NOTE- 17p.; For related documents, see PS 018 563-565.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Educational History; *Educational Practices; Federal Government; Financial Support; Government Role; Parent Role; *Preschool Education; *Primary Education; *Public Opinion; *Public Schools; *School Entrance Age; Social Attitudes; Social Change; State Government

This paper traces the interface between preschool and Centre of the Netherlands, Dook Kopmels, presented a workshop that focused on first 200 years of American education. The paper also covers reasons for changes in entrance age and in funding and indicates the relevance of these changes for current issues in early childhood education. Sections address: (1) the colonial period: 1642-1776; (2) post-revolutionary common schooling from 1777-1840; (3) infant schools with public funding, and their decline by 1842; and (4) current public funding issues. It is asserted that public opinion about the education of young children has demonstrated a continuity since the early colonial days of America, its roots being in the Calvinistic beliefs of the Puritans. During the past 3.5 centuries, other philosophies and systems have fertilized and been entwined with those roots, but basic elements remain. Preschools remain primarily funded by parents of the children enrolled. Public schools are provided for through tax revenues. Entrance age dropped from 7 to 4 or 5 years. Since play is still suspect as a way of learning, expenditure of tax funds for child care centers or other programs is considered justified only for pre-academic compensatory education for children of families considered to be so deficient that their children will grow up to be a burden on society. (RH) other things in family day care would: (1) belong to professional organizations; (2) have had training in family day care; or (3) be in family day care support groups. A questionnaire was developed and distributed to 200 providers attending the Fifth Western Region Family Day Care Conference. A random sample of the 200 providers were asked to nominate a former provider. Of the 182 questionnaires returned, 138 were from current providers and 44 from former providers. After a brief introduction in Chapter 1, Chapter 2 describes family day care. Chapter 3 reports the data gathering process. Chapters 4 and 5 describe those who answered the survey and those who did not. Chapter 6 indicates pre- and post-service characteristics of providers, and Chapter 7 describes the programs they operated. Chapter 8 delineates outside influences on providers. Chapter 9 describes support groups and other resources. Chapter 10 provides a summary and Chapter 11 offers personal notes on the survey. Findings tended to confirm the hypotheses. Over 30 references are cited, and the survey instrument and related materials are appended. (RH)

ED 315 181 PS 018 574

Challenges Facing Boston Families: The Need for School-Age Child Care.

Parents United for Child Care, Boston, MA.; Wellesley Coll., Mass. Center for Research on Women.

PUB DATE- Sep 89
NOTE- 41p.
AVAILABLE FROM- Parents United for Child Care, 25 West Street, Boston, MA 02111.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Surveys; Elementary Education; Employed Parents; Family Characteristics; Institutional Characteristics; Latchkey Children; Needs Assessment; Parent Attitudes; *Parochial Schools; *Public Schools; *School Age Day Care
IDENTIFIERS- *Massachusetts (Boston); Preference Patterns; Satisfaction

A survey on the need for school-age child care in Boston was conducted as part of a Parents United for Child Care (PUCC) campaign to increase the supply of child care and after-school programs for children between the ages of 5 and 14. The survey was distributed in May, 1989 to 4,913 families with elementary school

ED 315 195 PS 018 592

McBride, Brent A.
Preservice Teachers' Attitudes toward Parental Involvement.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Childhood Education; *Education Majors; Higher Education; *Parent Participation; Preservice Teacher Education; *Student Attitudes; Teacher Education; Undergraduate Students
IDENTIFIERS- *Positive Attitudes

This exploratory study investigated preservice teachers' attitudes toward parental involvement in an attempt to identify a source of or solution to the relatively low rates of parental involvement in formal preschool learning environments. Subjects were 271 undergraduate, early childhood teacher education majors. Demographic data supplemented measures of subjects' general attitudes toward parental involvement, perceptions of the impact of different types of parents, and attitudes toward five forms of parental involvement outlined by J. L. Epstein (1987): (1) basic obligations of parents, such as the building of positive home environments; (2) basic obligations of schools, such as communication with parents; (3) parent involvement at school, i.e., volunteer work in classrooms; (4) parent involvement in learning activities at home; and (5) parent involvement in governance and advocacy. Analyses indicated that although subjects held positive attitudes towards the five forms of parental involvement, they perceived themselves to be unprepared for implementing parental involvement strategies. Subjects with student teaching field experiences held significantly more positive attitudes than those without field experiences. Results are discussed in terms of implications for teacher education programs. (Author/RH)

ED 315 196 PS 018 597

Cangelosi, James S.
Cooperation in the Classroom: Students and Teachers Together. Analysis and Action Series. Second Edition.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3072-9

ED 315 208 RC 017 264

Kalinke, Wilbur F.
Preventing Dropout Runaways.
PUB DATE- Mar 89
NOTE- 13p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Crisis Intervention; Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; *Dropouts; Elementary Secondary Education; Potential Dropouts; *Runaways; Teacher Influence; *Teacher Student Relationship; *Youth Problems

This presentation describes dropout facts and prevention methods based on nationwide interviews with dropout runaways. Potential dropout runaways might be labeled the "distracted ones." They have trouble concentrating in a typical classroom situation as they are distracted by events that happened at home or that might happen after school. Such events might include domestic violence, neglect, or physical, emotional, or sexual abuse. The cost to the nation of dropout runaways is fourfold: (1) they drop out of school before they learn acceptable marketable skills; (2) their potential contributions to society are lost; (3) they resort to unacceptable illegal means of survival; and (4) they drain the resources of educational, social, health, and correctional agencies. Survival is the primary goal of these youth in crisis. Only if school and education are seen as a high priority for survival will they sustain concentration and block their distractions. Direct-contact educators can make the difference. This report outlines: (1) 40 common characteristics of dropout runaways, (2) the choices such youth might make for survival, (3) warning signs that a youth is about to run, and (4) 40 possible actions an educator might take as preventive or remedial techniques. Workshop materials include case histories of dropout runaways and how their lives turned out, and specific instructions to guide educators in developing relationships with such youth. (SV)

Symposium. See RC 017 257. Charts have small type; some pages have faint dot matrix type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; English Curriculum; Grammar; Holistic Approach; *Language Arts; *Reading Instruction; Reading Materials; Reading Strategies; *Reading Writing Relationship; Rural Education; Spelling Instruction; *Whole Language Approach; Writing Instruction; Writing Skills

Children from rural backgrounds often struggle with the unfamiliar language and settings in basal reader selections, but the rich knowledge and experience that a rural child brings to the classroom is rarely reflected there. These papers describe a literature based program developed in the Washington Court House City Schools (Ohio) to teach education classes (grades K-12), to think, read, write, speak and listen. Teachers and students read aloud in kindergarten and first grade six to eight times per day and this practice of reading aloud to students continues K-12. Nursery rhymes, poems, songs are written on large charts and the familiar patterns are rehearsed. Daily journals are kept in all grades. Beginning stories and journals are often picture representations and scribble writing, but these fade and writing appears. Spelling is taught under the same non-threatening conditions. Inventive spelling is encouraged. Patterns of correct spelling improve with language experience, not through memorization. Mechanics, usage, and grammar are modeled; teachable moments occur when a child experiences a need for a specific form. Editing skills are developed by conferencing with teachers and peers. High school teachers report improvement in student writing skills. They continue the program using paperback novels and historical novels. This paper contains charts describing the course of study and 30 references. (DHP)

ED 315 223 RC 017 279

McIntosh, Dean K.; Raymond, Gail I.
Rural Mildly Handicapped Students in the Least Restrictive Environment: Implications for Identification and Intervention.
PUB DATE- Mar 89
NOTE- 8p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.

services for beginning teachers, continuing education programs, and inservice programs specifically designed to increase teacher retention. Rural administrators reported that they usually offered mentor teachers as support providers for new teachers. Meetings with other staff members were also frequently used to facilitate adjustment. The most frequently used labor development strategy was school paid travel to professional meetings. Relatively few administrators reported offering tuition reimbursement. The survey's results indicated that attrition from the teaching profession was not a serious problem, possibly because of southern California's high population growth and relatively good working conditions. School districts also seemed to be providing many of the support services for beginning teachers that the literature suggests. The data suggest that: (1) potential teachers could be better educated about working in rural areas; (2) districts should consider cooperative efforts for teacher inservice and continuing education programs; and (3) universities might make it easier for rural teachers to participate in graduate programs. (TES)

ED 315 236 RC 017 292

Walls, Wemme E.
Educational Placement of the HIV-Infected Students in the Public Schools: Policy Considerations for Rural Educators.
PUB DATE- Mar 89
NOTE- 10p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Children; Communicable Diseases; Confidentiality; Disclosure; *Disease Control; Elementary Secondary Education; Health Education; Laws; *Policy Formation; Public Policy; *Public Schools; *Rural Education; Social Discrimination; *Student Placement; Student Rights
IDENTIFIERS- Education of the Handicapped Act 1970; Rehabilitation Act 1973 (Section 504)

This paper focuses on new developments in medicine and in the courts that may have crucial implications for existing policies

ED 315 249 RC 017 305

Kahn, Judith A.; Larson, Georgianna
Meeting Needs with Scarce Resources: Community Network Building for Low-Incidence Conditions.
PUB DATE- Mar 89
NOTE- 7p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Children; *Chronic Illness; *Community Cooperation; Community Programs; *Coordination; Disabilities; *Human Services; Networks; Parent Participation; *Program Development; Social Support Groups; Special Health Problems; Special Programs
IDENTIFIERS- *Networking; Network Models

In October 1983 Pathfinder, an organization in Minneapolis, Minnesota, was awarded a federal grant to develop a community network model serving children with chronic health conditions and their families. This document describes the model, demonstrated at four sites in Minnesota and Wisconsin. The model is based on four key assumptions: (1) children with chronic health conditions and their families face a common set of problems, regardless of the specific disability; (2) services for these families can be improved by enhancing cooperation among existing health, education, and community programs, rather than by creating new ones; (3) community network building can be best facilitated if the network is initiated at the community level; and (4) community network building for these children and their families will be most effective if the parents are involved in the planning and development of the network. Phase one of the program involves formation of a local task force, catalyzed by the common perception of problems and a shared need to find solutions. The second phase is to determine needs of and resources for children with chronic health conditions. Phase three is the development and implementation of an action plan, setting goals and priorities before planning appropriate strategies. Such strategies include interagency cooperation, parent group development, educational

forms, charts of eligibility conditions and qualifying activities, alternate spellings of Hispanic names, and a glossary. (SV)

ED 315 262 RC 017 377

Costello, Phillip M.
Starting A Program.
PUB DATE- Oct 88
NOTE- 8p.; Paper presented at the Annual Conference of the Association for Experiential Education (16th, Carbondale, IL, October 13-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adventure Education; *Camping; Guidelines; *Planning; *Program Development

Many instructors and managers of adventure programs come to a time in their careers when they consider starting a program. In all cases, such a consideration begins with an idea. Evaluation of an idea's feasibility involves: (1) development of a program description that includes goals and objectives; (2) review of the proposal by others; (3) research on the need and desire for the proposed program; and (4) consideration of possible partners. After the decision to proceed has been made, an organizational structure must be chosen. There are good and bad points to each of the common options: incorporating as a profit-making corporation, incorporating as a nonprofit corporation, operating under the "umbrella" of a larger organization, or operating within an arrangement with several schools. Before beginning operations, the program developer must meet state legal requirements, establish an advisory board, develop diverse funding possibilities, focus on primary and secondary clients, make personal contact with potential clients, research possible locations for the program, run a series of 1-day invitational programs, and seek advice from others in the field. Many new outdoor programs fail due to limited capital investment and poor management. (SV)

Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Calculus; *College Mathematics; Higher Education; *Laboratory Experiments; Laboratory Procedures; Mathematical Applications; *Mathematical Formulas; *Mathematics Materials; *Mechanics (Physics); Physics

A pair of experiments, appropriate for the lower division fourth semester calculus or differential equations course, are presented. The second order differential equation representing the equation of motion of a simple pendulum is derived. The period of oscillation for a particular pendulum can be predicted from the solution to this equation. As a laboratory experiment, a pendulum can be constructed, the period measured, and the experimental results compared with the analytic solution. In addition, the system of two second order differential equations representing the equations of motion of a pair of spring coupled pendulums is derived; the time between stops for a particular pendulum can be predicted from the solution to this equation. As a laboratory experiment, the coupled pendulum is constructed, the period measured, and the experimental result compared to the analytic solution. (YP)

ED 315 278 SE 051 148

Thomas, Phyllis M.
Mathematics Improvement Component: Elementary Program, Middle School Program, and Pilot Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
REPORT NO.- EVALSRVCS/P514/RPTFMIC89
PUB DATE- Jul 89
NOTE- 60p.; For 1988 report, see ED 307 140.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Elementary School Mathematics; Elementary Secondary Education; *Low Achievement; *Mathematical Enrichment; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Mathematics Teachers; Middle Schools; Secondary School Mathematics
IDENTIFIERS- *Columbus Public Schools OH

The Mathematics Improvement Component (MIC) was implemented in the Columbus (Ohio) Public Schools to improve the skills and achievement levels of pupils who were low achievers in mathematics.

SPONS. AGENCY- Australian Research Grants Scheme.
PUB DATE- 89
NOTE- 62p.; Paper presented at the Annual Meeting of the European Association for Research on Learning and Instruction (3rd, Madrid, Spain, September 4-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Cognitive Processes; Elementary Education; *Elementary School Mathematics; Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Mathematics Skills
IDENTIFIERS- *Analogical Reasoning; *Structure Mapping Theory

Analogical reasoning is frequently used in acquisition of mathematical concepts. Concrete representations used to teach mathematics are essentially analogs of mathematical concepts, and it is argued that analogies enter into mathematical concept acquisition in numerous other ways as well. According to Gentner's theory, analogies entail a structure-preserving mapping from a base or source to the target. Although concrete aids can provide valuable assistance to concept acquisition, their oft-noted failure to provide the anticipated benefits has been a source of some puzzlement. It is suggested that the reason for the failure may be the processing loads imposed by structure mapping. Some representative mathematical concepts are examined, together with typical concrete representations, and the nature of the processing loads analyzed. These loads can be reduced by recoding concepts into more abstract form, but it is argued that structure mapping also plays a role in abstraction. Analysis of this process provides insight into sources of difficulty, and recommendations are made for improving the efficiency of instruction. Thirty-nine references are listed. (Author/YP)

ED 315 294 SE 051 175

Keitel, Christine, Ed.; And Others
Mathematics, Education, and Society. Science and Technology Education Document Series No. 35. Reports and Papers presented in the Fifth Day Special Programme on "Mathematics Education and Society," International Congress on Mathematical Education (6th, Budapest, Hungary, July 27-August 3, 1988).
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

Senior High Mathematics 10/13/14: Interim Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- 89
NOTE- 331p.; Some pages have text against a gray background, which will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Foreign Countries; High Schools; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials; *Resource Materials; Secondary Education; *Secondary School Mathematics; Teaching Guides
IDENTIFIERS- *Alberta

This resource material is intended to assist teachers in translating the intentions of the Senior High Mathematics program into classroom practice. An overview of the "Course of Studies" for Mathematics 10, 13, and 14 is provided at the beginning of each course section in this manual. The overview includes the specific learner expectations, the attitudinal expectations, and the problem-solving expectations for each course. Activities for teaching concepts related to various topics are provided. Comments, process/problem solving and context, technology integration, and suggestions are provided for each concept. Basic and recommended textbooks are identified for each concept. Learning resource books are listed for each course. Appendices include template sheets, resources, suggestions for using writing assignments in teaching mathematics, guidelines for integrating media, and a list of consultants in the province. (YP)

ED 315 310 SE 051 205

Grade 6 Science Curriculum Specifications.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- May 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; Evaluation Criteria; Foreign Countries; *Grade 6; Guidelines; Intermediate Grades; *Objectives; *Science Curriculum; Science Education

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Elementary Secondary Education; General Education; Liberal Arts; *Minority Groups; Models; *Postsecondary Education; *Science and Society; Science Education; Scientific and Technical Information; Teacher Education; *Technological Literacy; Technology

The 52 papers presented reflect the diverse interests of the members of the National Association for Science, Technology and Society (NASTS). The first two papers deal with theoretical issues related to technological literacy (TL). Two papers discuss technology education at the elementary school level. Twelve papers cover various aspects of science-technology-society (STS) education at the middle and high school level, including project descriptions and ideas for addressing specific issues. Ten papers are on topics related to TL and STS at the college and university level. Some of these deal with TL as it relates to teacher education; others discuss the integration of technological issues into general education. The seven papers on general issues across educational levels take a broader perspective and examine the past and future of STS and TL programs. Technological literacy, writing, and the liberal arts is a clear area of interest, with seven papers focusing on this topic. Five papers deal with TL and minorities, four with TL and information services. The proceedings conclude with two papers on ethics, values, and technological literacy and one on the challenges facing STS education. (JB)

ED 315 327 SO 020 425

English, Raymond
History or Social Studies? Frying Pan or Fire.
PUB DATE- 89
NOTE- 26p.; Paper presented at the Annual Conference of the Social Science Education Consortium (Denver, CO, June 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Curriculum Design; Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; *Geography; *History; *Social Studies; Textbooks

Social studies as taught in many schools is anti-intellectual, formless, and ineffective. History, if properly taught, is at the internal threats to governments are the more common phenomenon. The combination of poverty and mushrooming population in the developing nations presents a new threat to security in the North. Other security threats are drug-trafficking, terrorism, and increased worldwide conventional arsenals. New threats to the environment have caught the attention of world leaders. The transformation in global economic activity was targeted as an important change that has yet to be adequately addressed. Directly related to the economic transformation is the technological revolution. The United Nations (UN) has traditionally been handed many of the world's most insoluble problems. Given the recent successes of the UN in defusing regional conflicts and a generally more positive world attitude toward the institution, the outlook for the UN to effectively handle traditional security concerns has improved somewhat. The prospects are not as bright for dealing with new security issues. The problems emerging cannot be contained within national boundaries and are not prone to control either intra- or inter-nationally by governments. World leaders must recognize that the world is entering a new era and develop an agenda that ensures that peaceful change is possible. A list of the participants and the conference-opening address are included. (Author/JB)

ED 315 342 SO 020 511

Environmental Problems: A Global Security Threat. Report of the United Nations of the Next Decade Conference (24th, Hamilton Parish, Bermuda, June 18-23, 1989).
Stanley Foundation, Muscatine, Iowa.
PUB DATE- Jun 89
NOTE- 39p.; For related documents, see SO 020 509-510. Photographs will film poorly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change; Conservation (Environment); *Global Approach; *International Cooperation; International Organizations; *Physical Environment; *Policy Formation; World Problems
IDENTIFIERS- Sustainable Development; *United Nations; United Nations Environment Programme

The world's political structure and many economic practices are out of harmony with nature. This disharmony threatens environmentally sustainable growth and human survival. United Nations (UN) conference participants discussed the degree of political areas. The five strategies focus on (1) the skills of predicting based on prior knowledge, (2) anticipating what will be read next, (3) using statements to check their comprehension of a text during reading, (4) analyzing text organization by looking for specific patterns, and (5) classifying to facilitate comprehension of similarities and differences. (MSE)

ED 314 960 FL 018 314

Forton, Patricia
Realizing the Dream: A Bibliographic Essay.
PUB DATE- 89
NOTE- 15p.; In: Realizing the Dream. Selected Conference Proceedings; see FL 018 303.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Children; Citizenship Education; *English (Second Language); *Immigrants; *Literacy Education; *Parent Participation; Refugees; Second Language Instruction; Second Language Learning; Teaching Methods

A brief review of literature on English-as-a-Second-Language instruction and the new immigrants to North America, focuses on four broad topics: children, adults, literacy, and parent involvement. Topics addressed include (1) the social and educational needs of immigrant children; (2) the impact of resettlement; (3) adult language acquisition; (4) citizenship education; (5) developments in literacy research and education; and (6) involvement of limited-English-speaking parents in their children's education. A 41-item bibliography and a list of organizations providing resources are included. (MSE)

ED 314 961 FL 018 322

Tannacito, Dan J., Ed.
ESL/EFL Methodology: Topical, Annotated Bibliographies. Volume 2.

training for teaching assistants but teaching assistants report receiving little training or supervision. Graduate deans need to allocate teaching assistantships preferentially to programs proving appropriate training, to assign the best teacher-scholars to supervise teaching assistants, and to develop systems that reward faculty who serve as effective mentors. The chief academic officer's leadership role should include such initiatives as: modifying employment selection to include evidence of instructional effectiveness, requiring probationary faculty to demonstrate instructional effectiveness, establishment of Centers for Teaching and Learning to promote faculty instructional development, and establishing regular reviews of professional development plans so that both content expertise and teaching competence of all faculty can be measured on a regular basis. 5 references. (DB)

ED 314 975 HE 023 132

Gallaher, Irene; Daniel, Larry G.
Barriers to Faculty Involvement in Grant-Related Activities.
PUB DATE- Nov 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; College Faculty; Faculty Promotion; Faculty Workload; Grants; *Grantsmanship; Higher Education; Interviews; Private Financial Support; Program Proposals; *Proposal Writing; *Research Opportunities; Research Proposals; *Schools of Education; State Universities; Teacher Educators

The study sought to determine barriers that impede college of education faculty members' involvement in grant-related research activities. An initial questionnaire completed by 54 college of education faculty at a large public university was designed to determine faculty experience in applying for and/or obtaining external funding for research. Structured interviews were then conducted with 15 faculty members with a wide range of experience in working with grants. Although faculty members viewed grants activity as being important, many did not routinely pursue external funding due to the following impediments: (1) lack of time, (2) lack of information about funding sources, (3) lack of procedural information, (4) and lack of a clearly defined system of rewards

Parkhouse, J. P., Ed.; Menu, J.-P., Ed.

Specialized Medical Education in the European Region. EURO Reports and Studies 112.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

REPORT NO.- ISBN-92-890-1278-1

PUB DATE- 89

NOTE- 270p.; For a related document, see ED 240 889. Part II (tables) contains small type.

AVAILABLE FROM- World Health Organization, Regional Office of Europe, Scherfigsvej 8, DK-2100, Copenhagen, Denmark.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum; Foreign Countries; *Graduate Medical Education; Graduate Medical Students; Graduate Study; Higher Education; Medical Education; *Medical Schools; Specialization; Training Methods

IDENTIFIERS- *Europe

An update and extension of EURO Reports and Studies No. 77 ("Graduate Medical Education in the European Region"), this publication provides information in the form of narrative descriptions and tabular data of graduate medical education in 30 European nations. Information is presented on functions of internship, content of training, training needs, and pointers. Part I contains descriptions for each country presented in terms of general arrangements, stages of specialization, content of training, organization and control, assessment, and additional observations. Nations included are: Albania, Austria, Belgium, Bulgaria, Czechoslovakia, Denmark, Finland, France, German Democratic Republic, Federal Republic of Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Spain, Sweden, Switzerland, Turkey, Union of Soviet Socialist Republics, United Kingdom, and Yugoslavia. Part II consists of tables comparing basic information across countries, summarizing training requirements for each country, and summarizing training requirements in individual specialties across countries. Data confirm the trend toward postgraduate training in general practice and family medicine across Europe. (SM)

ED 315 002 HE 023 168

Buzza, Bonnie Wilson; Holmes, Kelli S.
A Descriptive Study of Small College Speech Programs: 1987, Formulative Study and Base Data.
Wooster Coll., Ohio.
SPONS. AGENCY- Pew Memorial Trust, Philadelphia, Pa.
PUB DATE- 89
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Curriculum Development; Higher Education; Longitudinal Studies; Program Development; *Small Colleges; *Speech Communication; *Speech Curriculum; Speech Therapy

A 1987 study surveyed the national membership (N=350) of the Speech Communication Association's Committee on Small College Speech Programs as the first step in a longitudinal project to describe and monitor speech communication programs on small campuses as well as small programs on larger campuses. Data helped to: (1) determine trends in program development in speech communication in smaller institutions; (2) assist faculty and administrators in program development; and (3) assist the Committee with member services. A three-part survey gathered data on: member name, address, and institutional affiliation; department and program; and department staffing. Findings based on a 45% response rate confirmed the original picture of considerable diversity among small colleges, yet patterns emerged. Most of the institutions were private four-year colleges of 500 to 2,000 students which considered themselves small colleges. The smaller ones were more likely than the larger ones to include a speech course as a requirement for graduation. Four full-time faculty members was the typical departmental staff size. Most faculty were full-time and tenured or tenure track. About two-thirds were male, and the gender factor seemed consistent with national data suggesting a disproportionately smaller number of females in the upper faculty ranks. Findings can be helpful in program planning and for the Committee as it seeks to assist its membership in program and professional development. An appendix details institutional data across all categories; institutional data by enrollment size; and faculty data. Contains 11 references. (SM)

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decision Making; Efficiency; *Goal Orientation; Graduate Students; Higher Education; *Individual Development; Lesson Plans; *Planning; Problem Solving; *Scheduling; *Time Management; Values

Intended for use in a 3-hour instructional program at the graduate level, the packet contains an outline of the instructional content, 9 transparencies, 12 handouts, and 7 supplementary materials. The outline is organized in terms of content, instructor activity (such as showing a transparency), and student activity. Instruction covers the following: time awareness; time wasters; getting the right things done; values; goals; setting priorities; planning; delegation; communication; decision making/problem solving; handling interruptions, distractions, meetings, paperwork, disorganization; dealing with procrastination; dealing with (or avoiding) crises; and controlling your life. Among transparencies and handouts are: "Circle of Time," "Things To Do Today," "80/20 Rule," "Causes of Delegation Problems," "Why Do We Procrastinate?" "Self-Assessment Questionnaire," "Determining Values and Goal Setting," "Planning Worksheet," "Tips on Decision Making," "Tips for Improving Delegation Skills," "Time Wasters--Cluttered Desk and Personal Disorganization," "Stress Alleviators," "Time Management Resources", "Philosophy of Time," and "Time Management Review". Also included are evaluations of two media productions concerned with time management. (DB)

ED 315 017 HE 023 183

Schantz, Nancy P.
Fall Enrollment in Institutions of Higher Education, 1987. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-89-319
PUB DATE- Nov 89
NOTE- 51p.; Data Series: DR-IPEDS-87/88-1.2. Appended tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Trends; *Enrollment Trends; Higher Education; National Surveys; Public Schools; Statistical Data; *Trend Analysis; Womens Education
IDENTIFIERS- Integrated Postsecondary Education Data System

The report presents data on student enrollment at accredited

AVAILABLE FROM- American Library Association, 50 East Huron Street, Chicago, IL 60611; Association for Educational Communications and Technology, 1126 Sixteenth Street, N.W., Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Information; Cooperative Planning; Curriculum; Elementary Secondary Education; Equal Education; Guidelines; Information Networks; *Information Services; *Leadership; *Learning Resources Centers; *Library Collection Development; *Library Standards; Media Specialists; Program Implementation

The most recent set of national guidelines for the development of school library media programs, which was published in 1988, identifies underlying changes in the roles of the school library media specialist as well as in the program itself. Viewing the library media specialist as an initiator of curricular activities rather than a purveyor of support services, these guidelines emphasize leadership, partnership, planning, curricular needs, collection development, and equity of access to information. This discussion guide has been developed to help educators at all levels to plan meetings and conduct effective discussion sessions with persons who have become familiar with "Information Power" in its entirety, in order to evaluate local school library media programs in light of the recent revisions. The first of three sections identifies the principal concepts presented in "Information Power" and provides an overview of each of its eight chapters. Procedures by which discussion sections may be effectively organized to promote the successful exchange of knowledge and views are recommended in the second section. The final section identifies specific constituencies for discussion groups and suggests discussion questions for each of the groups--i.e., library media specialists, administrators and boards of education, classroom teachers, college and university faculty, state department of education personnel, and members of the community at large--as well as questions for mixed constituency groups and questions basic to all discussion sessions. (GL)

ED 315 030 IR 014 119

Griffith, Tom

Council of Independent Colleges, Washington, D.C.
PUB DATE- Oct 87
NOTE- 40p.
AVAILABLE FROM- Council of Independent Colleges, One DuPont Circle, Washington, DC 20036 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Higher Education; *Information Storage; *Information Technology; Learning Modules; *Magnetic Disks; *Microfilm; *Office Automation; *Optical Disks; Undergraduate Students

This learning module, one in a series developed in a project on "Technology and the Liberal Arts," is an introduction to emerging technological developments for information storage. A historical sketch is provided of text technologies leading up to widespread use of the typewriter toward the end of the 19th century. This is followed by an analysis of the information storage capability of microfilm. Storage technology for computer systems is then reviewed, with particular emphasis on magnetic and optical devices and on coding techniques that make text intelligible to machines. Applications of text technologies that have an impact on economics and social organizations are presented in the context of the service sector, including library, insurance office, and hospital automation. The full unit provides the basis of 2 weeks of study as part of a survey course on information technology. Exercises for students are provided. Figures and tables include diagrams of the QWERTY and DVORAK keyboards, the Braille alphabet, the American Standard Code for Information Interchange (ASCII), and a graph of changes in storage density of magnetic disk drives between 1954 and 1980. (14 references) (GL)

ED 315 044 IR 014 154

Technology across the Curriculum. Proceedings of the Annual Conference of the Texas Computer Education Association (8th, Dallas, Texas, February 24-27, 1988).
Texas Computer Education Association, Lubbock.
PUB DATE- Feb 88
NOTE- 350p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive

Fosdick, Susan Dreyfus; And Others
Look-Listen Opinion Project, 1988-1989.
National Telemedia Council, Inc., Madison, WI.
PUB DATE- 89
NOTE- 70p.; For the 1985 report, see ED 261 663.
AVAILABLE FROM- National Telemedia Council, 120 East Wilson Street, Madison, WI 53711 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Children; *Critical Thinking; Elementary Secondary Education; Evaluation Criteria; Mass Media Effects; *Opinions; *Programing (Broadcast); Surveys; Television Research; *Television Viewing; Worksheets
IDENTIFIERS- Media Education

The Look-Listen Opinion Project is an annual media literacy survey sponsored by the National Telemedia Council. The 1988-89 survey--the 36th--focused on the opinions of students at the elementary and secondary levels. Students were presented with guidelines for evaluating television programs and asked to select television programs to evaluate. This report includes a list of participating teachers; a description of the Look-Listen process; the thank you letter sent to students; results of the survey, including evaluation trends observed, programs evaluated, ratings, students' comments on programs, and sample critiques; teachers' comments; and a teachers' exchange. Appendixes include: (1) the evaluation forms used for grades 1-5 and 6-12; (2) a list of television programs for evaluation, which include programs on the public broadcasting service, cable, and commercial networks; (3) a television analysis form; (4) a primers sheet, i.e., suggested questions and considerations to provoke thought in television analysis; (5) guidelines for teachers; (6) suggestions for group follow-up; (7) guidelines for nominating students for sponsor recognition awards; and (8) a certificate of recognition and a Look-Listen Think! award sticker. (GL)

ED 315 059   IR 014 173

Beasley, Augie E.; Palmer, Carolyn G.
Makin' It Great! Secondary Production Ideas.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.

role. It is suggested that Zambia's current education system lags far behind in the development of individuals capable of processing "dynamic technology," and that, without such individuals, Zambia cannot implement a nation information policy that promotes the marketing of information as a national resource. (9 references) (Author/EW)

ED 315 073 IR 053 027

Campbell, Janet; And Others
A Selected Bibliography of Educational Sources.
California State Univ., Long Beach. University Library.
PUB DATE- 22 Sep 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Academic Libraries; Annotated Bibliographies; *Bibliographic Databases; Dictionaries; *Educational Research; Encyclopedias; Indexes; *Library Materials; Measurement Techniques; Optical Data Disks; Research Methodology; *Resource Materials; Yearbooks

Focusing on materials available at the California State University at Long Beach Library, this annotated bibliography lists resources in seven subject categories pertaining to education: (1) guides to the professional educational literature; (2) books about education research methodology; (3) encyclopedias and dictionaries; (4) tests and measurements; (5) yearbooks; (6) statistics; and (7) periodical indexes and abstracting services. In addition, the ERIC and Psychological Abstracts databases are listed as available on CD-ROM. Each of the 36 entries features a full bibliographic citation and a short annotation, and lists the item's call number. (SD)

ED 315 074 IR 053 029

American Library Association Presidential Committee on Information

Advancement; Users (Information)
IDENTIFIERS- *Federal Information Policy

The assumption is made that what the 1990s have in store for users of depository libraries will hinge on three crucial areas: (1) the reform and development of government information policies; (2) changing technology; and (3) the willingness and ability of the depository libraries to accommodate these changes. The uncertain role of the government as information disseminator is discussed, and the question is posed whether it is enough to make information available, or whether the government should be actively involved in promoting accessibility to its use. Effects of the Paperwork Reduction Act of 1980 are assessed in this context. Also discussed is the Office of Management and Budget's proposed revision to Circular A-130, which states that government agencies should publish materials in electronic format in preference to traditional formats where appropriate, and that publishing agencies should rely on the private sector for dissemination. Potential roadblocks to making available government information in CD-ROM and online formats--in addition to their being an additional expense to depository libraries--are then discussed, including the lack of standardization. Examples of progress being made by depository libraries in combatting these difficulties are offered, e.g., through resource sharing and user education. (SD)

ED 315 088 IR 053 063

Koong, Kai S.; Smith, Harold A.
Faculty Usage of Higher Education Journals: Toward a Taxonomy.
PUB DATE- 8 Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citation Analysis; *Evaluation Criteria; *Evaluation Methods; Faculty Promotion; *Faculty Publishing; Higher Education; *Models; *Scholarly Journals; Standards

A taxonomy and framework for evaluating the quality of journals in higher education are proposed in this paper. The significance of acquiring and disseminating professional information to faculty and encouraged to make connections outside the campus community with all disenfranchised and disempowered groups. The impact of library automation and increased uses of technology on information dissemination are briefly discussed, and feminist librarians are urged to make the study of information--its availability, its organization, and its dissemination--a vital part of their discourse within the library profession, and to work with women's studies faculty colleagues to make this a central component of the women's study curriculum. (SD)

ED 315 101 IR 053 090

Serving Business in an Information Economy.
New York State Library, Albany.
PUB DATE- 88
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Business; Higher Education; Industry; Information Needs; Library Role; *Linking Agents; *Outreach Programs; *Public Libraries; *Reference Services; Shared Resources and Services; *Small Businesses; *Special Libraries; State Programs
IDENTIFIERS- New York

The 23 articles in this theme issue focus on various aspects of library services to business in an information economy: "Serving Business in an Information Economy" (C. Bain); "New York's Resurging Economy and State Economic Development Information" (R. G. Paolino); "Department of Economic Development Library: Services to Business" (B. S. Beverley); "Statewide Access to Economic and Demographic Information" (R. Scardamalia); "There and Nowhere Else" (J. V. Ganly); "Serving Business in a Changing Business Climate" (J. M. Canning); "The Engineering Societies Library: One of a Kind" (A. M. Mott); "The New York State Library Serves the Business Community" (E. Sheerer and A. Raney); "Rensselaer Libraries' Services to Special Users: The Alumni, Local Business Community and Rensselaer Technology Park" (C. O'Connell Holmes); "Can Small College Libraries Serve the Business Community? Should They?" (J. Barrie); "White Hot Dogs and Service to Business" (R. J. Scheffel and C. Johnson); "The Lifelong Learning Center: Building Employment words." These guidelines will significantly improve, with minimum effort, the writing style of anyone who is not already a skilled writer. The easiest and most effective means of improving writing style is to avoid whenever possible the use of a few undesirable words which are employed too often in daily written and spoken language. These words are "it," "they," "thing(s)," "you/your," "get/got/getting," "fix/fixed/fixing," "do/did/done/doing," "that," "put," "why," "out," "up," "down," and "off." The almost effortless technique of revising sentences to eliminate these few words begins the process of developing the elusive phenomenon known as a distinctive style. (JMC)

ED 315 114 JC 900 095

Quality Indicators for Gender Equity and Single Parent/Homemaker Programs in California's Community Colleges.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 89
NOTE- 55p.; Prepared by the Task Force on Developing Quality Indicators for Gender Equity and Single Parent/Homemaker Programs.
CONTRACT- 87-0515
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Curriculum; Community Colleges; Compliance (Legal); *Evaluation Criteria; *Evaluation Methods; Guidelines; *One Parent Family; Program Development; Program Evaluation; School Community Relationship; *Sex Fairness; Student Needs; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *California

Designed to help educators in California's community colleges gauge the quality of their gender equity and single parent/homemaker programs, this document offers guidelines for program planning and evaluation, internal and external coordination and support, and curricular and service needs. Introductory sections discuss the efforts of a task force of practitioners, college administrators, and faculty drawn from community colleges throughout California to develop the indicators; the purpose, audience, and intended use of the guidelines; and the organization of the book. Following a mission statement for California community college gender equity and single parent/homemaker programs, program elements and quality funds to states to develop quality vocational education programs in job training, retraining, and skills upgrading, to assure equal access to programs, to assist economically depressed areas to raise employment and occupational competencies, and to promote greater cooperation between public agencies and the private sector. In 1990-91, California will receive an estimated $79,368,578 under the act's provisions; 53.9% of the grant will be retained by the State Department of Education for use at the secondary level and 46.1% will be available for distribution by the Chancellor's Office of the California Community Colleges. Over 85% of the community college funds will be allocated directly to the districts for programs for handicapped, disadvantaged, and limited English proficient individuals; adults in need of training; single parents and homemakers; gender equity programs; program improvement; consumer and homemaker education; and consumer and homemaker education in economically depressed areas. The remainder of the grant will be used for special projects and state operations. Appendixes provide tables on the division and recommended distribution of federal vocational education funds for 1990-91, and data and procedures used for calculating allocations to districts in nine funding categories. (WJT)

ED 315 127 JC 900 115

Smith, Kathryn Baker
Critical Success Factors for the North Carolina Community College System. A Background Paper.
North Carolina State Dept. of Community Colleges, Raleigh. Div. of Planning and Research Services.
PUB DATE- Oct 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Community Colleges; *Educational Objectives; Evaluation Criteria; Organizational Effectiveness; Organizational Objectives; Outcomes of Education; Role of Education; State Boards of Education; State School District Relationship; *Success; Two Year Colleges
IDENTIFIERS- *North Carolina

In response to legislative mandate, the North Carolina State Board of Community Colleges developed a list of Critical Success Factors (CSF) to help define statewide measures of accountability for all

DESCRIPTORS- *College Faculty; Community Colleges; Degrees (Academic); Educational Legislation; *Employment Qualifications; Full Time Faculty; *Minimum Competencies; Part Time Faculty; Position Papers; *Teacher Selection; Two Year Colleges
IDENTIFIERS- *California

Assembly Bill (AB) 1725 provides for the hiring of faculty who do not meet the precise letter of the minimum qualifications, provided that the governing board of an institution determines that an applicant possesses qualifications that are at least equivalent. In order to make these determinations, each district must have and use an equivalency process. Criteria for determining equivalent qualifications include having the appropriate courses for a relevant degree but lacking a diploma, having a degree in another area, or having a degree with a different title. The more difficult case arises when experience or independent learning is proposed as the equivalent of academic work. The problem in this case is obtaining evidence to establish that a candidate really does have enough background to be judged as knowledgeable as someone with a degree. The candidate should be expected to provide the evidence, and the evidence must be as reliable and objective as a transcript. Faculty in the discipline will have to carry most of the responsibility of determining equivalency. In order to get relevant information to the discipline committee, applications should contain an opportunity for candidates to indicate whether they possess the minimum qualifications or, if not, why they think they possess equivalent qualifications. Regarding the difficulties of hiring part-time faculty, the funds provided under AB 1725 can provide for an increased number of classes taught by full-time faculty rather than part-time faculty. Where part-time faculty will be needed, a good hiring process should be used to prescreen a pool of candidates who can be hired when needed. In addition, each district can determine acceptable hiring procedures when time does not permit a full search for qualified applicants, and at what point it is best to cancel a class and reschedule in order to permit a fair and careful hiring. A proposed model of these equivalency procedures is attached. (JCM)

ED 315 140 JC 900 130

Contract Faculty Hiring Procedures: A Model Based on Assembly Bill 1725.

California Community Colleges, Sacramento. Academic Senate.
PUB DATE- 89

Parental Aggression Related to Behavior Problems in Three-Year-Old Sons of Alcoholics.

SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- 89
NOTE- 10p.; Paper presented at the World Congress Meeting of the World Association of Infant Psychiatry and Allied Disciplines (4th, Lugano, Switzerland, September 20-24, 1989). For related documents, see PS 018 497-499.
GRANT- AA-07065
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Alcohol Abuse; Antisocial Behavior; At Risk Persons; *Behavior Problems; Depression (Psychology); Etiology; Family Characteristics; *Fathers; Males; Mothers; Parent Attitudes; *Parent Influence; *Preschool Children

Findings from a study of the etiology of alcoholism and conduct disorders that involved 3-year-old sons of alcoholic fathers are reported. The study focused on intact nuclear families with a son who was 3 years old at the time of initial data collection and a father who was diagnosed as definitely or probably alcoholic. Alcoholic families were recruited from the population of males convicted for driving while impaired or driving under the influence of alochol. Both parents independently completed the Antisocial Behavior Checklist and the Achenbach Child Behavior Checklist. Data indicated a strong relationship between fathers' antisocial behavior and their perceptions of behavior problems in their sons. Maternal aggression was not related to mothers' perceptions of behavioral problems in their children. But maternal antisocial behavior was significantly related to mothers' perceptions of level of depression in their sons. It is concluded that even though the data provide no basis for inferring causal relationships, they clearly demonstrate that parents in families with alcohol problems perceive real or imagined behavior problems in male offspring even at the age of 3 years that have been linked to the etiology of alcoholism. (RH)

ED 315 153 PS 018 497

Schneider, Andrew M.; And Others

ED 315 167 PS 018 557

Green, Virginia P.; Schaefer, Lyn
The Effects of Teacher's Selected Educational Experiences on Perceptions of Children of Divorce.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Divorce; Elementary Education; *Instructional Program Divisions; *Student Experience; Teacher Behavior; *Teacher Education; *Teacher Role; *Teaching Experience

Teachers' beliefs about the probable classroom performances of children from broken homes were explored. The investigation had three purposes: (1) to obtain data on teachers' opinions and knowledge about children of divorce; (2) to investigate teachers' feelings about the school's role regarding children of divorce; and (3) to determine how two variables relate to teacher education about divorce: (a) number of years teachers had taught and (b) grade level taught. The 117 subjects were representative of teachers from across the nation. Survey data, which was derived from the administration of the Teacher Attitude toward Divorce and Role of the School questionnaire, revealed that teachers' opinions of children from broken homes and attitudes about their own roles in helping these children depended upon the divorce education the teachers had received. Divorce education for teachers varied from short presentations to complete courses. Teachers of younger children appeared to be more aware than others of the possibility of adjustment problems. Length of teaching experience did not seem to influence sensitivity to children of divorce. It is concluded that divorce education has a strong positive impact on teachers' attitudes about their responsibility to children from broken homes. However, this was true for teachers of children beyond the third grade only. (RH)

ED 315 168 PS 018 558

Horowitz, Frances Degen
The Concept of Risk: A Re-evaluation.

children at 10 Boston Public schools and 6 Archdiocese schools across the city. Particular schools were selected in an effort to provide a geographic and racially representative survey sample. Surveys were printed in English, Spanish, and Chinese, and copies in appropriate languages were distributed according to the population enrollments at each school. A total of 1,447 surveys were returned. This document provides a compilation of the data and survey results. Recommendations for the city, schools, the state, employers, child care agencies, parents, and religious, educational, corporate, and philanthropic organizations are offered. Subsequent discussion focuses on: (1) the need for school-age child care in Boston; (2) characteristics of families who responded; (3) places where children spend their time before and after school when unsupervised by parents; (4) parental satisfaction with current arrangements; (5) barriers to use of school-age care; (6) school-age child care and employment; and (7) parents' preferences for school-age child care arrangements. (RH)

ED 315 182 PS 018 576

Bastianello, Sandra
Implementation of a Program for Teaching Conflict Resolution Strategies in a Primary Classroom.
PUB DATE- 89
NOTE- 63p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Classroom Techniques; *Conflict Resolution; *Elementary School Students; Grade 2; Grade 3; Inservice Teacher Education; *Interpersonal Competence; Peer Relationship; Primary Education; *Student Improvement; *Time Factors (Learning); Workshops

An experienced primary school teacher designed a practicum to teach conflict resolution strategies to 20 second and third grade students in a suburban private school outside a large city in the southeastern United States.The main goal was to train students in prosocial skills so that they could resolve their conflicts with classmates peacefully, quickly, and without involving an adult. To achieve this goal, the practitioner: (1) sent a questionnaire to teachers in the school to assess the amount of class time spent in conflict; (2) conducted an observational assessment to gather additional information on the amount of class time expended in disputes; (3) taught conflict resolution strategies to students;

PUB DATE- Jan 90
NOTE- 81p.; This revised edition supersedes ED 250 278.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 3072-9-00, $8.95, plus shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; Cooperation; *Discipline; Drug Abuse; Elementary Secondary Education; Guidelines; High Schools; Middle Schools; Problem Solving; Prosocial Behavior; Student Behavior; *Student Improvement; *Student Motivation; *Teacher Role
IDENTIFIERS- *Rule Governed Behavior

The central question addressed by this book is, "How can middle and secondary school teachers overcome seemingly impossible circumstances in the classroom and elicit students' attention, effort, and cooperation?" The first five chapters focus on teachers' responsibility for student's classroom behavior, and ways for teachers to manage time and space, secure student interest, establish rules of conduct, and avoid miscommunication. Chapter 6 suggests ways to respond to student misbehavior and lack of engagement in lessons. In this second edition, Chapter 6 has been revised and expanded to include additional suggestions and examples. A section on drug abuse among students is included. The suggestions for teachers are an outgrowth of classroom experiences and the findings of numerous studies related to behavior management, student engagement, and time on task. Suggestions are concisely stated and printed in bold type. Techniques for helping students develop cooperative behavior patterns and suppress those that are uncooperative are based on principles of positive and negative reinforcement, punishment, modeling, satiation, shaping, schedules of reinforcement, generalization, and discrimination. Numerous vignettes of good and bad instruction are included in the text. A total of 46 citations have been added to the 84 referecnes of the first edition, and the two lists are provided separately. (RH)

ED 315 197 PS 018 598

Asher, Steven R.; Gabriel, Sonda W.

The Social World of Peer Rejected Children as Revealed by a Wireless Audio-Visual Transmission System.

SPONS. AGENCY- National Inst. of Child Health and Human Development

ED 315 209   RC 017 265

Davis, Patricia C.
Implementing Comprehensive Parent Services in Small Rural School Districts.
PUB DATE- Mar 89
NOTE- 17p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disabilities; Elementary Secondary Education; Exceptional Persons; *Family Programs; Models; *Parent Participation; *Parent Teacher Cooperation; Program Implementation; *Rural Education; Rural Family; Rural Schools; School Districts; Small Schools; *Special Education
IDENTIFIERS- Florida; *Small School Districts

In small rural school districts there are significant socioeconomic, cultural, and distance barriers to parent involvement in the education of exceptional children. In Florida, the history of parent involvement in exceptional student education parallels that of organized parent activism generally; rural, isolated, and minority group parents have had little involvement in either movement. Only a few models exist for parent and community participation in exceptional child education. Florida's three statewide programs are Parent to Parent of Florida, a peer support model; Parent Education Network, a parent education model; and Human Assistance Network Direction Services, an information and case management model. The Parent/Professional Partnership Model is used by the Parent Services Project in eight small rural school districts in northern Florida. The majority of families in these districts are minorities, are of low socioeconomic status, or are culturally divergent. This model focuses on mutual respect, reciprocal training, and common goals, and aims to develop a comprehensive plan covering educator and other professional training, parent education and training, parent participation, support services, sharing of information, networking, and advocacy. Detailed strategies for success with rural families in each of these areas are discussed, along with a practical outline for program development and implementation. This paper contains 18 references. (SV)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; Evaluation; Handicap Identification; Itinerant Teachers; *Mainstreaming; *Mild Disabilities; *Regular and Special Education Relationship; Rural Schools; Special Education; *Special Education Teachers

Rural school districts often have limited numbers of special educators available, limited financial resources, and schools with very small, isolated populations. These limitations reveal the need for regular educators in the schools to gain skills needed for diagnosis and remediation of mildly handicapped students. This paper suggests utilizing special education teachers already employed in the system who can assist regular educators in gaining additional skills needed in their particular classroom settings. Assessment and intervention must be closely tied together and both should be curriculum-based. Ideally the regular and special education teacher work together at the pre-screening period to determine the extent and depth of the student's problem. Intervention can often be performed by the regular classroom teacher with input from the special educator about specific learning strategies. A variety of collaborative efforts between regular and special education teacher can be attempted. They can work together in the school setting or the special educator can be a travelling consultant. A third method is to provide intensive special education training to regular educators who remain regular educators in the schools but serve as consultants to other teachers in their classrooms. (DHP)

ED 315 224 RC 017 280

Coakley, Carroll B.
Education and Placement Program for At-Risk Rural Adults.
PUB DATE- Mar 89
NOTE- 8p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

related to the educational placement of the HIV-infected student. Salient medical and legal aspects related to the educational placement and school attendance of HIV-infected children are reviewed. Recommendations for policy-making are discussed including: establishing a resource network for disseminating and implementing new information; the awareness of pertinent state education, civil rights, and public health law; knowledge of existing public and educational policies at national, state, and local levels; and issues regarding the infected child's right to confidentiality. Considerations related to the unique aspects of the rural setting are reviewed. The paper also reviews results of a research study that includes: (1) medical evidence supporting decision-making policies on admission or exclusion of HIV-infected students in the public schools; (2) an examination of state anti-discrimination laws, state special education laws, state communicable disease laws, and state and selected local policy statements in 16 states; (3) an analysis of the relevant legal issues of the Education of the Handicapped Act, Section 504 of the Rehabilitation Act of 1973, and constitutional issues pertinent to educational placement of HIV-infected children; and (4) case law "in point" or "analogous" to the issues addressed. (TES)

ED 315 237 RC 017 293

Gray, James B., Jr.; And Others
Rural Teaching Effectiveness Network.
PUB DATE- Mar 89
NOTE- 13p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Elementary Secondary Education; Institutes (Training Programs); *Rural Areas; Rural Education; Rural Schools; Social Networks; *Staff Development; Summer Programs; Teacher Education; *Teacher Education Programs; *Team Teaching
IDENTIFIERS- Maryland; *Teaching Effectiveness Network

This paper describes the Rural Teaching Effectiveness Network, created to overcome difficulties associated with offering staff development experiences in rural Maryland. The long distances often programs, and resource development. The fourth phase is evaluation of the network. Successful collaboration is based on cooperative working relationships between individuals and agencies, a formal needs identification process, leadership development, and realistic funding. (TES)

ED 315 250 RC 017 306

McIntire, Walter G.; Marion, Scott F.

Academic Achievement in America's Small Schools: Data from High School and Beyond.

PUB DATE- Mar 89

NOTE- 14p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Academic Aspiration; Analysis of Covariance; Correlation; Educational Attainment; Educational Research; High Schools; *Outcomes of Education; Rural Schools; *Rural Urban Differences; *School Size; Sex Differences; *Small Schools; Socioeconomic Status

IDENTIFIERS- High School and Beyond (NCES)

This paper examines differences in educational outcomes among 1,792 students from small (fewer than 300 pupils), average (400-700 pupils), and large (900-1,200 pupils) rural high schools, and among 1,084 students from small high schools in urban, suburban, and rural settings. Data were drawn from the High School and Beyond database, a national sample of high school students surveyed four times from 1980-86. In the rural schools, socioeconomic status (SES) explained between 10-20% of the variability in all of the dependent measures except two; gender explained as much variance in the writing measure as SES; and school size was not significantly related to any dependent variable. Once socioeconomic status was controlled, urbanicity produced only negligible differences in academic outcomes. School size produced nonsignificant but consistent differences in educational outcomes. In all cases except the mathematics measure, students from small schools had higher mean scores on the dependent measures than other students, and students from moderately sized schools had higher mean scores than those from large schools. This report contains 15 references and 6

ED 315 263 RC 017 378

Newcomb, Thomas L.
The Three Basic Amish Churches and Their Views of Education.
PUB DATE- 89
NOTE- 53p.; Adapted from "Perspectives on Amish and Conservative Mennonite Culture and Education," by Thomas L. Newcomb, 1983.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Amish; *Child Rearing; Cross Cultural Studies; Cultural Isolation; *Educational Practices; Elementary Education; *Parochial Schools; Religious Cultural Groups; *Religious Education; Rural Schools
IDENTIFIERS- Mennonites

There are three main groups of Amish: the Old Order Amish, the oldest group which is also the most strict and conservative; the Beachy Amish of Amish-Mennonites, the most liberal; and the New Order Amish, intermediate between the other two in conservatism. These three papers examine the views of education and schooling practices of these three groups. Old and New Order Amish and Beachy Amish operate parochial schools to avoid exposing their children to secular influences in the public schools. Compulsory education is also a problem, the Amish believing that 8 years' education is sufficient. Their freedom to operate their schools as they wish is constitutionally guaranteed as freedom of religion. In all subjects the emphasis is on the practical, on the Amish value system, and on Godly principles. High standards are set for work quality. The Beachy Amish who allow the most modern conveniences, believe in a functional Christian education, often beyond the eighth grade, if under the influence of the church. These papers describe the communities, histories, religious beliefs, school buildings, teachers, and curricula of these groups, and their similarities and differences in these regards. The three papers contain 26 references. (DHP)

ED 315 264 RC 017 381

Raftery, Sue
Empowering Rural Communities for School Improvement.

Three programs comprised MIC: the Elementary Program, the Middle School Program, and the Middle School Pilot Program. In the first two (the non-pilot) programs, selected pupils were served in computer-assisted-instruction (CAI) labs. The MIC-CAI programs served 661 pupils in grades three through seven for an average of 3.6 hours of instruction per week. Analysis of the Comprehensive Tests of Basic Skills (CTBS) total mathematics scores indicated an average growth of 16.6 normal curve equivalent (NCE) points for the 5.7 month instructional period. The amount of NCE change varied inversely with grade level. The MIC-Pilot program served 810 pupils in grades three through eight for an average of 1.4 hours of instruction per week. Analysis of the CTBS total mathematics scores indicated an average growth of 17.0 NCE points for the same 5.7 month period. Three inservice meetings were rated highly by program teachers. Recommendations for each program were suggested. Tables and instruments are provided in the appendices. (YP)

ED 315 279 SE 051 149

Case, Laurie J.; And Others
Legacy of a Pest. A Science, Technology, and Society Curriculum Guide for Understanding and Dealing with Biological Problems. Illinois Natural History Survey Special Publication 9.
Illinois State Natural History Survey, Champaign.
PUB DATE- Aug 88
NOTE- 261p.; A few drawings may not reproduce well.
AVAILABLE FROM- Illinois Natural History Survey, 607 East Peabody, Champaign, IL 61820 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Classification; Curriculum Guides; *Ecology; Elementary Secondary Education; *Entomology; *Environmental Education; Middle Schools; *Pests; Science Activities; Science Education; *Secondary School Science

The gypsy moth, an insect brought from Europe to the United States over a century ago, has become the most serious leaf-feeding forest pest in the eastern United States. This packet of instructional materials tells the teacher how to encourage students to explore a biological problem and its impact on society and the environment. It introduces the world of entomology, demonstrates why and how one insect can have such a profound impact on the urban and natural

REPORT NO.- ED-89/WS/94

PUB DATE- 89

NOTE- 203p.

AVAILABLE FROM- Mathematics Education Programme Specialist, Division of Science, Technical and Environmental Education, UNESCO, Place de Fontenoy, 75700 Paris, France (free while supplies last).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)

DESCRIPTORS- *Cultural Influences; Culture; Elementary Secondary Education; *Foreign Countries; *Learning Processes; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Sex Differences; *Social Influences

IDENTIFIERS- *Ethnomathematics

This document contains reports and papers from a conference focusing on the political dimension of mathematics education. The program was organized around four large themes: (1) "Mathematics Education and Culture" based on 13 papers; (2) "Society and Institutionalized Mathematics Education" based on 41 papers; (3) "Educational Institutions and the Individual Learner" based on 32 papers dealing with classroom learning practices; and (4) "Mathematics Education in the Global Village," which summarized five hearings that were focused on the accountability of the international mathematics education community. (YP)

ED 315 295 SE 051 176

Junior Science and Humanities Symposium Management Information Booklet for School Year 1990-1991.

Dependents Schools (DOD), Washington, DC. Pacific Region.

PUB DATE- 89

NOTE- 91p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Computer Oriented Programs; Guidelines; *Humanities; *Mathematical Applications; Program Guides; Science and Society; Science Education; *Science Projects; Scientific Methodology; *Scientific Research; Secondary Education; Secondary School Mathematics; *Secondary School Science; Secondary School Students; *Student Research

IDENTIFIERS- *Alberta

This material describes curriculum specifications for grade 6 science in Alberta. Emphases recommended are: (1) process skills (50%); (2) psychomotor skills (10%); (3) attitudes (10%); and (4) subject matter (30%). Priorities within each category are identified. (YP)

ED 315 311 SE 051 206

Grade 3 Mathematics Curriculum Specifications.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- May 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; Evaluation Criteria; Foreign Countries; *Grade 3; Guidelines; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Objectives; Primary Education
IDENTIFIERS- *Alberta

This material describes curriculum specifications for grade 3 mathematics in Alberta. Emphases are: (1) subject matter (60%); (2) problem-solving skills (20%); (3) psychomotor skills (10%); and (4) attitudes (10%). Priorities within each category are identified and suggested problem solving strategies are listed. (YP)

ED 315 312 SE 051 207

Grade 3 Mathematics 1989-90 School Year. Student Achievement Testing Program Bulletin.
Alberta Dept. of Education, Edmonton.
PUB DATE- Sep 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

opposite extreme: challenging to the point of being beyond the comprehension of young students. Social studies at its worst is experimental psychological manipulation. At its best it can be a useful synthesis of concepts and insights from various social sciences. Sociology and anthropology offer intellectual tools for understanding social groups and relations, along with perspectives on cultural and physical factors that condition our lives. Economics provides basic insights into matters that every free, intelligent citizen should appreciate: scarcity, supply and demand, and division of labor. Political science and law also provide necessary analytic tools: sovereignty, human rights, balance of power, and democracy. Not to be ignored are the contributions that philosophy, psychology, and theology can give: obligation, duty, freedom, and materialism. Once the essential ideas from the social sciences are identified, they can be applied, in ways that students can understand and use, to the facts of history, geography, and contemporary societies. The challenge for educators is to put together an acceptable syllabus, based on a comprehensive vision of the knowledge and skills that students should be able to command at the end of their school careers. Once that is done, the syllabus must be broken into steps of cumulative learning, each step appropriate to the maturity level of the students at each grade level. (JB)

ED 315 328 SO 020 426

Ketcham, Ralph
A Rationale for Civic Education.
PUB DATE- May 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Social Science Education Consortium. (Denver, CO, June 21-24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Civics; Democracy; Democratic Values; Educational Responsibility; Elementary Secondary Education; *Political Socialization; *Role of Education; Self Determination; *Social Responsibility; Social Studies; *Values Education
IDENTIFIERS- Dewey (John); Jefferson (Thomas); Mann (Horace)

Civic education in schools is necessary in a democratic society, so as to produce citizens who are able to participate in the system of self-government. Thomas Jefferson, Horace Mann, and John Dewey each acceptance of concepts such as environmental security and sustainable development. Their reading of the political situation was then used to analyze possible international responses to environmental degradation and natural resource depletion. Some themes which arose in discussing the international response were: (1) The UN Environment Programme (UNEP) has done a generally good job in carrying out its limited mission with limited resources. (2) There is a need for policy coordination among nations, across international institutions, and bridging sectors such as economics, population, and environment. An intergovernmental body that meets at a high level is needed to cut through bureaucratic rivalries and to put political muscle behind initiatives. (3) A major institutional deficiency of the international system involves the failure to adequately measure and internalize all sorts of production in many economic enterprises. (4) The forthcoming 1992 UN conference on the environment should be a UN meeting, not a UNEP meeting, and there should be high-level participation from nations. If the momentum for change in international environmental efforts can be sustained, there is hope for near-term agreement on measures to curb planet-threatening abuses of the environment. A list of conference participants and the conference opening speech are included. (Author/JB)

ED 315 343 SO 020 512

Indochina Policy for the Next Administration. Report of the Strategy for Peace, US Foreign Policy Conference (29th, Warrenton, Virginia, October 13-15, 1988).

Stanley Foundation, Muscatine, Iowa.

PUB DATE- Oct 88

NOTE- 24p.; For related documents, see SO 020 513-514. Photographs will film poorly.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Foreign Countries; *Foreign Policy; Guidelines; *International Relations; Peace; Policy Formation; *World Affairs

IDENTIFIERS- Association of South East Asian Nations; Cambodia; *Indochina; Laos; Prisoners of War; Vietnam

Recommended guidelines for U.S. policy toward Cambodia, Vietnam, and Laos were developed by a bipartisan group of experts. General premises are stated first, followed by specific recommendations on how to assist in bringing about a settlement in Cambodia; how to

PUB DATE- Dec 89
NOTE- 128p.; For related document, see FL 018 315. For individual documents, see FL 018 323-324.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; Educational Trends; *English (Second Language); Error Analysis (Language); Second Language Instruction; Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Error Correction (Language)

Two annotated bibliographies address different aspects of instruction in English as a Second Language (ESL). The first bibliography lists 80 articles and books published primarily between 1975 and 1985 on error treatment in ESL instruction. Citations are listed alphabetically by author, but two indexes are included. The first index divides citations into those dealing with error treatment during pre-production stages, during production, and in post-production stages. The second index categorizes citations according to self-treatment by the learner, by the peer group, and by the teacher. Citations contain basic bibliographic information and most include a brief to moderate-length annotation. The second bibliography cites 38 journal articles published between 1976 and 1985 that deal with the teaching of vocabulary to second language learners. The second bibliography also includes articles specific to ESL. Some articles are in languages other than English. Citations contain basic bibliographic information and a brief annotation. (MSE)

ED 314 962 FL 018 323

Hayward, Nancy M.
Recent Trends in Error Treatment: An Annotated Bibliography.
PUB DATE- Dec 89
NOTE- 87p.; For related document, see FL 018 322.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; *English (Second Language); Error Analysis (Language); Peer Evaluation; Second Language Instruction; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Error Correction (Language)

for those who obtain external funding. A general lack of clarity as to the place of grantsmanship in the overall scheme of the college's expectations for faculty was a commonly expressed concern. Faculty also expressed the need for technical assistance and assistance in the physical preparation of proposals. Recommendations include college establishment of a clearly defined reward system for those involved in grantsmanship activities, release time for faculty to pursue grants, and administrative support for the grant writing and implementation process. 14 references. (DB)

ED 314 976 HE 023 135

Scheetz, L. Patrick
Recruiting Trends 1989-90: A Study of 472 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates.
Michigan State Univ., East Lansing. Career Development and Placement Services.
PUB DATE- Dec 89
NOTE- 111p.
AVAILABLE FROM- Career Development and Placement Sevices, Michigan State University, 113 Student Services Building, East Lansing, MI 48824-1113.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Demography; *Employer Attitudes; Employment Interviews; *Employment Opportunities; Higher Education; *Job Placement; National Surveys; *Salaries; Trend Analysis

The 19th annual Recruiting Trends survey analyzed responses of 479 organizations and businesses employing new college graduates of which 74.3% were businesses, industries, manufacturing organizations, and service sector employers; 6.3% were local, state, and federal government agencies and the military services; and 19.4% were elementary and secondary school districts. Among findings were: an expected decrease of 13.3% in the year's hiring of new college graduates; large hiring increases expected by public utilities with hiring decreases expected by automotive and mechanical equipment companies; average starting salary expected to be $25,256 (up 3.3%); greatest availability of employment opportunities in the southwestern and northeastern regions of the country; 9.6% of new graduates hired were minorities; hospitals and

ED 314 989 HE 023 155

Lawler, Edward E., III
High-Involvement Management. Participative Strategies for Improving Organizational Performance.
REPORT NO.- ISBN-0-87589-686-3
PUB DATE- 86
NOTE- 265p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($25.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; *Administrative Organization; *Employer Employee Relationship; Higher Education; Labor Economics; Organizational Development; Participation; *Participative Decision Making; Policy Formation; Quality of Working Life

Participative approaches to management are discussed, noting how each major participative management approach works, its particular strengths, costs, and savings. Identified as particularly promising is "high-involvement management" which involves employees both financially and psychologically. Guidelines for implementation are provided. A detailed model for integrating participative management approaches to involve people at all levels of an organization is offered. The 12 chapters are divided into three sections which cover: (1) the promise of participative management (changing approaches to management, why participative approaches meet today's needs, and participation and organizational effectiveness); (2) participative programs: what works and does not work (quality circles, employee survey feedback, job enrichment, work teams, union-management quality-of-work-life programs, gainsharing, and new-design plants); and (3) high-involvement management: creating an effective approach to participation (how high-involvement management works and managing the change to a high-involvement organization). Contains approximately 100 references. (SM)

ED 314 990 HE 023 156

Conger, Jay A.
The Charismatic Leader. Behind the Mystique of Exceptional Leadership.

ED 315 003 HE 023 169

Buzza, Bonnie Wilson
Faculty Perceptions of Publication Expectations in the Small College Setting: Have the Rules Changed?
Wooster Coll., Ohio.
SPONS. AGENCY- Pew Memorial Trust, Philadelphia, Pa.
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Convention of the Speech Communication Association (San Francisco, CA, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Faculty Publishing; Higher Education; Merit Pay; *Promotion (Occupational); Publish or Perish Issue; Recognition (Achievement); *Research; *Small Colleges; *Teacher Attitudes; Tenure; Writing for Publication

A survey was conducted to determine if faculty members at small colleges perceived a need to conduct research and to publish in order to have scholarship acknowledged for considerations of tenure, promotion, and merit pay at their institutions; how they felt speech communications compared with other disciplines in this need; and how they believed scholarship to be defined at their institutions. One hundred forty members of the Speech Communication Association Committee on Small College Speech programs received a copy of the survey. Survey results indicated the following: many faculty at small colleges perceived an increased need to conduct and publish research in order to have their scholarship acknowledged for tenure, promotion, and merit; the role of promotion and tenure committees, usually composed primarily of other faculty members, should be explored; and faculty members and deans need to better understand the role of research and publication at their respective institutions, because these factors can increase retention and professional advancement for faculty. A copy of the survey is appended. (SM)

ED 315 004 HE 023 170

Tuition and Fees in Public Higher Education in the West. 1989-90. WICHE Information Series 14.

colleges taken from the "Fall Enrollment" survey, part of the Integrated Postsecondary Education Data System (IPEDS). The first section reviews trends in higher education enrollment from 1970 through 1987. The second section presents data on higher education enrollment for the fall of 1987 by: control and level of institution; level of education; attendance status; and sex and age of student. Enrollment trends identified between 1970 and 1987 are as follows: most of the dramatic increase (about 45%) in higher education enrollment occurred between 1970 and 1983; part-time enrollment increased about 70% from 1970 to 1987; and the enrollment of women increased 93% since 1970. Highlights of the 1987 data include the following: higher education enrollment increased 2.1% from 1986; most students in institutions of higher education were enrolled in public institutions; there was no increase in number of students enrolled in private institutions; over half of all students in higher education were 24 years of age or younger, though 27% of all students were 30 years old or older; and most younger students were enrolled full time and most older students were enrolled part time. Appendixes provide tables, technical information on the data collection procedures related to this survey, and a listing of IPEDS state coordinators. (DB)

ED 315 018 HE 023 184

Kroe, Elaine
National Higher Education Statistics: Fall 1989. Early Estimates. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-379
PUB DATE- Dec 89
NOTE- 21p.; Data Series: DR-IPEDS-89/90-1. Contains eleven reduced size statistical tables.
AVAILABLE FROM- U.S. Department of Education, Office of Educational Research and Improvement, Information Services, 555 New Jersey Ave, NW, Washington, DC 20208-1325.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Degrees (Academic); Educational Economics; *Educational Trends; *Enrollment Trends; Higher Education; National Surveys; Public Schools; Statistical Data; *Trend Analysis; Womens Education
IDENTIFIERS- Integrated Postsecondary Education Data System

The report presents preliminary data on student enrollment at

The Audio-Visual Marketing Handbook for Independent Schools.

Committee on Boarding Schools, Boston, Mass.

SPONS. AGENCY- National Association of Independent Schools, Boston, Mass.; Secondary School Admission Test Board, Princeton, NJ.

PUB DATE- 87

NOTE- 50p.; Photos and sections printed on gray paper will be marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Audiotape Recordings; Elementary Secondary Education; *Film Production; *Institutional Advancement; *Marketing; *Private Schools; *Slides; *Videotape Recordings

This how-to booklet offers specific advice on producing video or slide/tape programs for marketing independent schools. Five chapters present guidelines for various stages in the process: (1) Audio-Visual Marketing in Context (aesthetics and economics of audiovisual marketing); (2) A Question of Identity (identifying the audience and deciding on themes to express the school's personality); (3) Slide/Tape or Video? (advantages and disadvantages of each format); (4) Choosing a Producer (professional vs. in-house production, production styles, and the producer's personality and background in education); (5) Steps in Production and Distribution (initial meetings with the producer to conceptualize the program, script development, interviews with members of the school community, recording of school sounds or music, recording of narration, selection of recorded music, photography of school scenes, editing, display of rough cut, reediting, and final presentation). Each chapter includes a roundtable discussion of its topic by audiovisual producers, and sidebars provide notes from a director of admission, a comparison of video and slide/tape, a description of a producer's experiences, a check list of production steps, and a sample production schedule. An addendum discusses the case of day schools, and reprints of three articles on audiovisual marketing are appended: (1) "The 'Lite' Guide to AV Marketing" (Rick Cowan); (2) "Video Viewbooks" (Mary Landers); and (3) "A Star Is Born: Pre-Production Planning--from the Beginning" (Valerie O'Brien Smith). A directory of slide, video, and film production companies is also appended. (MES)

ED 315 031 IR 014 126

(Program/Project Descriptions) (141)
DESCRIPTORS- *Administration; Computer Literacy; Computer Science Education; *Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Interactive Video; Language Arts; Mathematics Instruction; Science Instruction; Social Studies; Special Education; *Telecommunications; Vocational Education
IDENTIFIERS- *LOGO Programing Language; Texas Computer Education Association

The theme of this computer education conference was "Technology across the Curriculum." These proceedings include papers on the application of educational technologies in school administration, business education, computer science education, mathematics, science, social studies, English and language arts, elementary education, gifted and talented education, special education, vocational education, and university-level education. A variety of applications of the Logo programing language and of telecommunications are described. Over 190 papers are included, some with abstracts and references. (GL)

ED 315 045 IR 014 155

Hunter, Beverly
Research and Evaluation Trends in the Uses of Computer-Based Tools for Learning and Teaching.
PUB DATE- Jun 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Computer Software; Cooperative Learning; Elementary Secondary Education; Evaluation; Individual Needs; Mathematics Instruction; Research Methodology; Research Needs; Science Instruction; Social Studies; Teacher Role; *Trend Analysis; Word Processing; Writing Instruction
IDENTIFIERS- *Software Tools

Current research and evaluation studies describe changing knowledge about the effects and conditions of computer-based tools in learning and teaching in elementary and secondary school classrooms. Current studies of computer-based tool use are characterized by: (1) a focus on many dimensions of learning, learners, and learning environments; (2) an increasing concern for

PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Courseware; *Educational Media; Learning Resources Centers; Lesson Plans; Media Specialists; Microcomputers; Multimedia Instruction; *Production Techniques; Secondary Education; *Student Developed Materials

Intended for use by media specialists, this guide offers ideas for teaching media production skills in the curriculum areas. Projects are suggested in science, history, economics/distributive education/marketing, mathematics, English, foreign languages, and child care. The purpose, objectives/concepts, resources, and preparation are outlined for a course on production techniques and tools to assist students in presenting information. A detailed lesson plan for the course is also presented. A 14-item bibliography on the desktop multimedia connection, a 13-item bibliography on production, and ordering information for production tools are included. (MES)

ED 315 060 IR 014 174

Young, H. Clifton
The Marketing & Management of Distance Education: Challenges of the 1980s and 90s.
PUB DATE- 12 Apr 89
NOTE- 31p.; Paper presented at the Distance Education Symposium (Edmonton, Alberta, Canada, July 6-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Cost Effectiveness; *Distance Education; *Educational Planning; *Marketing; *Resource Allocation

Distance educators find themselves in a growth segment of the education industry. Distance educators must understand why the industry is growing. This growth presents a number of challenges. Four contributing factors are: (1) changes in educational delivery and regulations; (2) changes in technology; (3) changes in society;

Literacy. Final Report.
American Library Association, Chicago, Ill.
PUB DATE- Jan 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Access to Information; Democracy; *Educational Innovation; Futures (of Society); Nontraditional Education; Public Libraries; Special Libraries; *Technological Advancement; Technological Literacy; *Users (Information)
IDENTIFIERS- *Information Literacy

This discussion of information literacy as a tool for achieving professional and personal goals argues that information literacy for individuals is a means of becoming empowered, i.e., being able to find and make sense of information to refute or verify expert opinion, without being utterly dependent on others for information. The value of being information literate in business is demonstrated through examples of losses or near losses to businesses that did not know how to find or use information effectively. Information literacy is also defined as a central element in the practice of democracy, with responsibilities on both the side of the government to make information available, and on the side of citizens to make use of the information as part of political decision making. A new model for education is suggested, based on the information resources of the real world (e.g., online databases, videotapes, government documents, and journals), and on learning that is active and integrated rather than passive and fragmented. The dynamics of an information age school are also discussed. Six recommendations for actions that would enable the United States to reap the benefits of the Information Age conclude the report. (12 references) (SD)

ED 315 075 IR 053 030

van Zijl, Philippus Lodewikus van S.
The Application of the Multi-Media Library in Southern African Third World Higher Education.
PUB DATE- Jan 86
NOTE- 175p.; Reduced size type will not reproduce legibly in paper copy.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

administrators in higher education is discussed, and it is noted that the journals in which a faculty member publishes are sometimes used as critical factors in promotion and tenure decisions. Following a review of the literature about hierarchies in higher education publishing, a model is presented which offers five constructs that affect journal quality: (1) perception, which gauges the opinions of selected peers about a journal's quality; (2) citations, which measure the number of times a work is cited in subsequent research in the area; (3) usage (publishing), a measure that shows the number of times fellow educators publish in that journal; (4) usage (readership), identifying how often the source is referred to by peers; and (5) factual information, which can be obtained from reference publications about journals. A mathematical model encompassing flexibility for faculty and academic departments with diverse needs is also introduced to help evaluate journals using the proposed constructs. The combination of the constructs and method are based on the fact that the strength of one can compensate for the limitations of the other. A figure illustrates the concept. (14 references) (SD)

ED 315 089 IR 053 064

Souza, Mary Beth
Library Information Desk. An Organizational and Operating Guide.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Libraries; Guidelines; Higher Education; *Library Administration; Library Personnel; *On the Job Training; Reference Materials; *Reference Services; User Needs (Information); *Volunteer Training; Working Hours
IDENTIFIERS- *State University of New York Stony Brook

Intended for those who manage, organize, and oversee the information desk of the State University of New York at Stony Brook Library, this guide contains practical information about staffing, acquiring materials, and operating procedures. The guide opens with a list of suggestions for recruiting and scheduling volunteers for the information desk. Guidelines for orienting volunteers are then presented: (1) reserve a conference room for orientation sessions several days before the desk goes into operation; (2) prepare a

Skills" (M. Dorgan-Moffat); "We're Good for Business" (E. Grodin); "Helping People Enter the Business Community" (P. Ochs); "Let's Take the Retrain" (A. Nothem); "Following in Ben Franklin's Footsteps: Public Library Business Services in Rural Areas" (P. Malecki); "The Emerging Role of the Corporate Library: Restructuring Information Service To Fit the Times" (J. Borbely); "Library Link to Industry on Long Island" (N. J. Kruse); "The School Library Links with Business" (L. Henry); "Let Your Fingers Do the Searching: How Online Databases Serve Business Information Needs" (M. L. Gauch); "The National Translations Center: Government Meets Business at the Library of Congress" (W. Tabb); "A Core Collection for a Business Library" (J. J. Groark); and "Meeting Business Information Needs in 1999" (D. B. Walsh). (SD)

JC

ED 315 102 JC 890 332

Fitts, Jean D.

A Comparison of Locus of Control and Achievement among Remedial Summer Bridge and Nonbridge Students in Community Colleges in New Jersey.

PUB DATE- Mar 89

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Achievement Gains; College Preparation; Community Colleges; *Educational Counseling; Full Time Students; *High Risk Students; *Locus of Control; *Nontraditional Students; School Holding Power; Student Adjustment; *Student Attrition; Summer Programs; Two Year Colleges

IDENTIFIERS- *New Jersey

A study was conducted to determine whether participation in a summer bridge program influenced students' locus of control and indicators are presented in four categories: (1) ongoing program planning and evaluation to identify the needs of the target population and develop the resources and strategies necessary to deliver a viable program; (2) developing strong commitment and support from all segments of the college community; (3) developing cooperative efforts between college-based programs and other educational, business and industry, political, non-profit, and community-based programs; and (4) providing essential curriculum and support services that meet the unique needs of the target population. For each area, a rationale for the category, a listing of key program elements, and a list of quality indicators are provided. Appendixes contain a compliance checklist for federal and state equity regulations, sample job descriptions, and sample intake forms. (JMC)

ED 315 115 JC 900 096

Redovich, Dennis W.; And Others
MATC Fact Book, January, 1990.
Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
PUB DATE- 90
NOTE- 264p.; Numerous reduced size statistical tables, done with dot matrix printer, printed on colored paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Trends; Employment Patterns; *Enrollment; *Enrollment Trends; Full Time Equivalency; *Institutional Characteristics; Minority Groups; Multicampus Districts; School Demography; School Personnel; *Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students

This color coded fact book on Milwaukee Area Technical College (MATC) provides data tables, charts, and graphs on campus size, class size, college revenue, faculty and staff characteristics, full-time equivalent (FTE) enrollments, student background and characteristics, districtwide enrollments, campus enrollments, the district population, MATC and state vocational enrollments, and results of a 1988 survey of MATC students. Highlighted findings include the following: (1) throughout the 1980s MATC enrollments were directly proportional to the local unemployment rate; (2) from community colleges. Developed by staff members of the State Board with input from the state's community college presidents, the CSFs emphasize statewide goals; accessible, results-oriented factors; and multiple measures. The CSFs are designed to measure how well the system is addressing the goals set by the State Board and how well the system is doing its job as assigned by law. To determine the success of the state's community college system, departmental staff will compile data for five years on six CSF measures: (1) quality of teaching and support services; (2) access/serving the underserved; (3) strong partnership with public schools and universities/transfer performance; (4) helping business and industry/economic development; (5) community service related programs, courses, and student participation; and (6) accountability and flexibility in funding. Notes on the critical success factors are appended. (WJT)

ED 315 128 JC 900 116

The HIV Epidemic and Community Colleges: A Report to the Legislature in Response to Senate Concurrent Resolution 79.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Mar 90
NOTE- 34p.; Discussed as Agenda Item 6 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, March 8-9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communicable Diseases; Community Colleges; Contraception; Disease Control; Educational Legislation; *Health Education; *Health Programs; Program Development; Questionnaires; *School Health Services; State Surveys; Two Year Colleges
IDENTIFIERS- *California

Developed by the Office of the Chancellor of the California Community Colleges in response to legislative mandate, this report provides a brief epidemiological background on the Human Immune Deficiency Virus epidemic, a summary of actions taken by the Board of Governors and the Chancellor's Office, results of a survey of the colleges regarding their Acquired Immune Deficiency Syndrome (AIDS) policies and programs, and general conclusions and

NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; *College Faculty; Community Colleges; Educational Legislation; *Personnel Policy; State Legislation; *Teacher Employment; *Teacher Qualifications; *Teacher Selection; Two Year Colleges
IDENTIFIERS- *California

The policy statement on contract faculty employment presented in this document was adopted by the Academic Senate for California Community Colleges as a model conforming to the provisions of Assembly Bill (AB) 1725. The statement includes sections on hiring philosophy, affirmative action, position identification, search procedures, selection committee procedures, and statement review and revision. The statement indicates that all participants in faculty hiring will be trained in affirmative action goals and timetables of the community college, and that an affirmative action committee will be established. The selection committee will consist of four faculty members, an area administrator, and a member from the affirmative action committee. A faculty member from the subject area from another school may also be appointed, as well as a classified staff member and/or a student. The selection committee shall review all applications and select applicants to receive interviews. Qualifications desired in applicants include the following: (1) qualifications which show sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students; (2) academic qualifications beyond the minimum which would facilitate effective teaching or other service; (3) prior experiences such as teaching, counseling, or librarian experience; and (4) specific preparation to offer instruction or other service in the particular area. The selection committee will evaluate candidates, formulate interview questions, conduct interviews, use a rating system to evaluate responses, and assist in conducting reference checks of applicants. After committee recommendations are made, the college president will choose a finalist to recommend to the chancellor and board of trustees. If the president and the selection committee cannot agree on a candidate, then the position will be reopened. The hiring policy and its procedures are subject to review and revision at the request of either the academic senate or the board of trustees. Relevant sections of AB 1725 are cited. (WJT)

PS

The Relation of Parental Depression and Self Esteem to Behavior Problems in Three-Year-Old Sons of Alcoholics.

SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

PUB DATE- 89

NOTE- 11p.; Paper presented at the World Congress Meeting of the World Association of Infant Psychiatry and Allied Disciplines (4th, Lugano, Switzerland, September 20-24, 1989). For related documents, see PS 018 496-499.

GRANT- AA-07065

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Alcohol Abuse; Antisocial Behavior; At Risk Persons; *Behavior Problems; *Delay of Gratification; *Depression (Psychology); Family Characteristics; Fathers; Longitudinal Studies; Males; Models; Mothers; *Parent Influence; Preschool Children; *Self Esteem

Preliminary results from a longitudinal study designed to systematically examine the family life of children reared in a home with an alcoholic father are reported. Analysis is restricted to 15 families from a larger study in which the target child was a 3-year-old male. Parents completed the Beck Depression Inventory, the Progress Evaluation Scales on self-esteem, and the Achenbach Child Behavior Checklist. Children were given the Block & Block delay of gratification task. Results are best viewed heuristically due to the small sample size. Findings indicated no significant relationships between fathers' and mothers' problem drinking or self-esteem. Parents' ratings of children's immaturity and aggression were significantly related. Mothers' depression and low-esteem were related to perceived problems in their child and their children's ability to delay gratification. Fathers' lifetime problem drinking was related to children's aggression, immaturity, and social withdrawal. The data suggest that a model stressing an indirect developmental pathway, whereby the father's depression affects the mother's depression, self-esteem, and, consequently, her child rearing practices, is worthy of further testing. (RH)

ED 315 154 PS 018 498

Sullivan, Linda A.; And Others

PUB DATE- Apr 89
NOTE- 37p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *At Risk Persons; Behavior Problems; Etiology; Guidelines; *Individual Development; Infants; *Models; *Prediction; Psychopathology; *Research Design; *Risk
IDENTIFIERS- Developmental Psychopathology; Life Span Development; Theoretical Analysis; *Theoretic Orientation; *Transactional Theory; Universality

A substantial body of data and a number of reviews of the literature on risk encouraged this attempt to construct a theoretically consistent approach to research on risk. Much of the research can be seen as attempting to estimate the probability that development will be compromised for groups of infants born under different circumstances. Linear models have been replaced by the transactional model, which promotes the use of multiple regression techniques to evaluate large data sets involving numerous variables. More needs to be known about the transactional model if fruitful hypotheses are to be formulated about it. Nevertheless, when it comes to developmental outcome in at-risk children, researchers suspect that a great amount of residual variance can be accounted for by transactional dynamics. This paper: (1) explores dynamics and elements in residual variance; (2) suggests an approach to research on risk that promises significant gains in understanding of determinants of normal and abnormal developmental outcomes for at-risk infants; (3) considers the proposition that the concept of risk is useful at each nodal point of developmental change; and (4) advances the notion that the idea of being at risk should encompass not only the risk for downside development, but also the risk that potentially gifted and talented individuals will fail to achieve their developmental potential. Forty-six references are cited. (RH)

ED 315 169 PS 018 559

Hymes, James L., Jr.
Early Childhood Education--The Year in Review: A Look at 1989.
National Association for the Education of Young Children, Washington,

(4) oversaw groups who were using the strategies; and (5) presented, with the aid of students, a conflict resolution training workshop for teachers. Practicum evaluation data indicated that the intervention had positive outcomes. The amount of time involved in conflict declined and the use of various prosocial methods of conflict resolution increased. Appendices provide instrumentation, a synopsis of the workshop, and an outline of the conflict resolution process. Approximately 20 references are cited. (RH)

ED 315 183 PS 018 577

Trute, Joy W.

Improving Basic Language Skills of Limited English Proficient Kindergarten Children.

PUB DATE- 90

NOTE- 84p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Basic Skills; Curriculum Development; *English (Second Language); Ethnic Groups; Haitians; Hispanic Americans; *Immersion Programs; Immigrants; Kindergarten; *Kindergarten Children; *Limited English Speaking; Parent Teacher Cooperation; Peer Teaching; Pretests Posttests; Primary Education; Second Language Instruction; *Whole Language Approach

A kindergarten teacher implemented a 10-week practicum study designed to enhance the English acquisition of 38 limited English proficient kindergarten children. Primary goals of the study were to: (1) narrow the learning gap between the English speaking children and the limited English proficient children; and (2) develop language skills the children would need in first grade. To attain these goals, pretests and posttests were designed and administered to assess students' English comprehension. Test items were related to prescribed kindergarten objectives. In addition, whole language experiences were developed; literature was selected; sixth-grade peer teachers were recruited; and communication with students' families was established. Practicum evaluation data indicated that outcomes were positive. Students improved in their English comprehension. Many staff members expressed interest in whole language strategies and came to observe classroom activities. Pretests and posttests, and a resource list of 42 books for shared reading and other resources, are appended. Nearly 30 references are cited. (Author/RH)

(NIH), Bethesda, Md.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
GRANT- NICHHD-HD05951; NICHHD-HD07205
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audio Equipment; Classroom Research; Data Collection; Elementary Education; *Elementary School Students; *Peer Relationship; *Rejection (Psychology); Research Methodology; *Social Experience; Student Behavior; Telecommunications; *Video Equipment

This paper describes an observational methodology designed to permit increased understanding of the day-to-day social world of school children. The methodology was developed in the course of investigations of the extent to which children classified as rejected on sociometric measures actually experience overt rejection at school. Discussions of the consequences of rejection and of observational research on rejected children precede a description of an intensive observation that combined audiotaping and videotaping. The wireless transmission system used for audiotaping recorded rejected and average status children's conversations in all student settings is described. During lunch, recess, and physical education, children's behavior was videotaped by a camcorder. In children's classrooms, and in their art, music, and library classes, audiotapes were supplemented with coding of behavior. Students wore a microphone attached by cable to a belt pack transmitter. The observer carried the receiving equipment in a backpack. In the classroom settings, the observer also carried a tape recorder. Illustrative conversations bearing on rejection experiences conclude the discussion. A list of equipment costs is appended. (RH)

ED 315 198 PS 018 599

Parker, Jeffrey G.; Asher, Steven R.
Peer Relations and Social Adjustment: Are Friendship and Group Acceptance Distinct Domains?
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

ED 315 210 RC 017 266

Creekmore, W. N., III; And Others
Dependence to Independence: Vocational Success through Ecological Congruence.
PUB DATE- Mar 89
NOTE- 10p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Disabilities; *Education Work Relationship; *Exceptional Persons; *Job Placement; Job Skills; Mental Retardation; Secondary Education; Transitional Programs; Vocational Adjustment; Vocational Education; *Vocational Evaluation; Vocational Rehabilitation

Competitive employment for individuals with developmental disabilities is the ultimate goal in defining vocational success. Employment training programs for the mentally retarded have often focused on pre-vocational lock-step prerequisite skills rather than on a functional methodology that is skill specific. In contrast, the concept of ecological congruence addresses the match between the skill requirements of the specific job and the skill repertoire of the worker. This approach greatly reduces the usual problems of maintenance and generalization of trained behaviors. A quick, cheap, reliable instrument for evaluation of client skills is the Workskills Vocational Assessment, Training, and Transition Matrix, a criterion referenced device. Six subtests identify client strengths and weaknesses in gross and fine motor skills, flexibility and coordination, physical endurance, vision and hearing, communication, situational reasoning, and cognitive and academic skills. Assessment of the vocational community involves identification of potential job opportunities, followed by skill analysis and real-time surveys at potential job sites. Once a client-job match has been made, integration of the client into the work environment is accomplished through concentric transition, a technique involving gradual exposure to work, work site, and job responsibilities with the support of a job coach. Concentric transition may begin in either a public secondary school or sheltered workshop setting and continue in the real work world. (SV)

DESCRIPTORS- Adult Basic Education; *Adult Vocational Education; Daily Living Skills; Dropout Programs; *High School Equivalency Programs; *Job Placement; Job Skills; *Job Training; Outreach Programs; Rural Areas; Rural Population
IDENTIFIERS- University of Tennessee

This paper describes a program to provide educational and employment services to high school dropouts and unemployed adults in seven rural Tennessee counties. The program offers supplemental services and coordinates job development and placement with Job Training Partnership Act (JTPA) administrative personnel. Program activities include basic education, life skills and motivational training, and pre-employment training. The program staff recruits participants by establishing contacts with community organizations and institutions that serve the target population. Upon acceptance into the program, each participant's education needs are assessed. Students then receive General Educational Development (GED) tests or pre-GED instruction appropriate to their remediation needs. The life skills training component includes education in community resources, consumer affairs, government and law, health and safety, and occupational knowledge. Participants who move into training related employment are eligible for 90 days of post-placement services. Of 137 participants enrolled, 41 attempted the GED test and 36 passed. A total of 54 participants were employed in the seven-county area, and employers were generally pleased with the participants' performance on the job. (DHP)

ED 315 225 RC 017 281

Peters, Joyce M.; Templeman, Torry Piazza
Integrating Special Needs Children into Regular Preschool Settings: Selecting Instructional Formats To Implement IEP Goals.
PUB DATE- Mar 89
NOTE- 10p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Day Care; Individualized Education Programs; *Individualized Instruction; *Preschool Education; *Small Group Instruction; *Special Education
IDENTIFIERS- Western Oregon State College

required to attend staff development activities can discourage rural teachers' commitment. Similar problems exist in creating standards of professional practice in teacher education programs. The goals of the Teaching Effectiveness Network (TEN) include encouraging continuity between higher education courses and school experiences, promoting teacher education research, and improving supervision. The TEN consists of collaborative teams of staff specialists from the Maryland State Department of Education, institutions of higher education, and local school system personnel. Week-long summer institutes and workshops were conducted to generate network cooperation in rural areas. By the TEN's third year, participants were responsible for coordinating the summer institute, providing presentations, and serving as mentors in local programs for lower-level participants. TEN uses as its core content the Mastery Teaching principles developed and packaged by Madeline Hunter (1982). Since initiation of the TEN in 1984, two universities have incorporated the effective teaching principles into their preservice and graduate programs. Participation of teachers has consistently increased and evaluative data suggest a positive response from participants. For rural school systems with comparable resources, the structure and strategy of the network is replicative. A large capital investment is not required, but a willingness to allow educators time to communicate and collaborate is imperative. (TES)

ED 315 238   RC 017 294

May, David
Networking Science Teaching in Small and Rural Schools.
PUB DATE- Mar 89
NOTE- 10p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Educational Cooperation; Elementary Education; *Elementary School Science; Faculty Development; Higher Education; Inservice Teacher Education; Instructional Improvement; *Instructional Materials; Rural Education; *Rural Schools; Science Course Improvement Projects; *Science Instruction; *Shared Resources and Services; *Small

data tables. (SV)

ED 315 251 RC 017 307

Rodriguez, Richard F.
The Effect of Sociocultural Factors on the Achievement of Minority Children.
PUB DATE- Mar 89
NOTE- 11p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Cultural Influences; Educational Diagnosis; Educational Research; *Educational Testing; Elementary Education; Elementary School Students; Learning Disabilities; *Mexican American Education; Mexican Americans; Multiple Regression Analysis; *Socioeconomic Influences
IDENTIFIERS- *Peabody Individual Achievement Test; System of Multicultural Pluralistic Assessment; *Wide Range Achievement Test

Biased assessment instruments and practices can lead to over-representation of minority children in special education classes. This paper analyzes the amount of variance in Mexican-American achievement test scores attributable to sociocultural factors. Fifty learning disabled Mexican-American elementary school students completed the Peabody Individual Achievement Test (PIAT) and Wide Range Achievement Test-R (WRAT-R). Their parents completed the Sociocultural Scales of the System of Multicultural Pluralistic Assessment. Sociocultural variables were not predictive of the total scores on the PIAT or WRAT-R. Some individual subtests of the PIAT and WRAT-R were significantly related to the Socioeconomic Scale or the Urban Acculturation Scale. In the latter scale, the Anglization factor was most important. These results suggest that the PIAT and WRAT-R are not discriminatory when used with lower socioeconomic or minority group children since a significant amount of variance could not be accounted for by sociocultural factors. This report contains 39 references. (SV)

PUB DATE- Jul 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Community Development Society (20th, St. Louis, MO, July 24-27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Demonstration Programs; *Educational Improvement; Elementary Secondary Education; *Improvement Programs; *Rural Education; Rural Schools; School Community Programs; School Community Relationship; *Self Help Programs
IDENTIFIERS- Appalachia Educational Laboratory WV; Kentucky; *School Community Improvement Process; Tennessee; Virginia; West Virginia

The school/community improvement process adapted by the Rural, Small Schools Program at the Appalachia Educational Laboratory (AEL) serves to revitalize and improve rural schools, incorporating commitment of both school and community leaders to rural school improvement. This paper describes implementation of the process in four school districts, one each in Virginia, Kentucky, Tennessee, and West Virginia. State advisory groups selected districts to participate on the basis of size, poverty, rurality, evidence of community leadership, and evidence of school leadership. In each demonstration site, AEL, working with the local school board, set up a school/community steering committee comprised of equal numbers of official and unofficial leaders from the school district and the community. Initial local data collection included a community needs assessment and a profile of school excellence, a diagnostic system which uses survey and interview data to assess schools' strengths in 11 areas associated with effective schools. All four communities selected a school improvement project, two involving parental involvement, one involving facilities feasibility, and one involving school climate. AEL staff will develop training materials and implementation manuals for use in replication of the process in other communities. (DHP)

ED 315 265 RC 017 382

The Organization of Education. Working Papers 1 and 2.
Minnesota House of Representatives, St. Paul. Research Dept.
PUB DATE- Oct 88
NOTE- 41p.
LANGUAGE- English

forest environment, and suggests how the effects of the gypsy moth can be minimized through sound management practices. More than 50 activities in this guide cover a broad range of topics including the abundance and diversity of insects, insect classification and identification, urban and natural forest ecology, and integrated pest management. Each section begins with an introduction that clarifies the importance of the section and provides background information. Sections can be used independently of each other. (CW)

ED 315 280 SE 051 150

Reid, Walter V.; Miller, Kenton R.
Keeping Options Alive: The Scientific Basis for Conserving Biodiversity.
World Resources Inst., Washington, DC.
REPORT NO.- ISBN-0-915825-41-4
PUB DATE- Oct 89
NOTE- 136p.; Drawings may not reproduce well.
AVAILABLE FROM- World Resources Institute, P.O. Box 4852, Hampden Station, Baltimore, MD 21211 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biological Sciences; *College Science; *Conservation (Environment); Developing Nations; Ecology; Endangered Species; *Environmental Education; *Global Approach; Higher Education; *Natural Resources; Science Education; Secondary Education; *Wildlife; Wildlife Management
IDENTIFIERS- Biological Diversity; *Habitat Destruction

The diversity of life is an irreplaceable asset to humanity and to the biosphere. It provides both immediate and long-term benefits, and its maintenance is essential to sustainable development worldwide. Components of life that vanish in the next decades will be gone forever; those that remain will provide future options for humanity. This document poses fundamental questions and recommends scientifically informed policies for conserving biological diversity. These policies are derived from current knowledge of biogeography, genetics, conservation biology, and systematics and from population, community, and landscape ecology. Discussed are: (1) the importance of biological diversity; (2) biogeography; (3) species extinction; (4) genetic diversity in agriculture; and (5) recommendations for conservation practices in a global approach. Appendices include "Cascade Effects," "Calculating Extinctions Due

This booklet contains all of the information necessary to conduct and administer the annual Department of Defense Dependent Schools (DODDS) Pacific Region Junior Science and Humanities Symposium at the school level. Students are invited to conduct original experimental research in the sciences, mathematics, humanities and computer applications fields and report their findings. Administrative procedures, guidelines for presentations and judging, and other information are provided. Evaluation forms for reports and presentations, organization of reports, and research guidelines are provided in the appendices. (YP)

ED 315 296 SE 051 177

Cohen, Michael J.
Connecting with Nature: Creating Moments That Let Earth Teach. A Field Guide.
World Peace Univ., Eugene, OR.
REPORT NO.- ISBN-939170-06-1
PUB DATE- 89
NOTE- 93p.; Alternative titles: "A Field Guide to..." and "The World Peace University Field Guide to..."
AVAILABLE FROM- World Peace University, P.O. Box 10869, Eugene, OR, 97440 ($9.95, quantity price $7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aesthetic Values; *Affective Behavior; *Affective Objectives; Discovery Learning; *Environmental Education; Outdoor Education; Secondary Education; *Sensory Experience; *Social Values

This guidebook is designed to allow individuals to connect, sense and discover their feelings about the natural world and the environment. The guide may be used as a project or independent study in sociology, American studies, environmental studies, psychology, education, or anthropology. To use this material, one is to stop in a natural area, read one of the thought provoking statements called "Connectors," and write comments and observations in the workbook. This guide combines information about the environment with observations about feelings, sensations, and thinking, as well as suggestions for activities. (CW)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Elementary School Mathematics; *Evaluation; Foreign Countries; *Grade 3; Guidelines; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Tests; *Objectives; Primary Education
IDENTIFIERS- *Alberta

This bulletin provides general information about the achievement testing program and specific information about the design, the composition, and the scoring of the Grade 3 Mathematics Achievement Test in Alberta. Contents included are: (1) "General Information," describing the purpose, nature, and administration of the program; (2) "Description of the Grade 3 Mathematics Achievement Test," describing two sections of the test including sample questions; and (3) "Performance Standards," discussing acceptable and excellent levels of achievement. An article answering several questions about the test is appended. (YP)

ED 315 313 SE 051 208

Grade 6 Science 1989-90 School Year. Student Achievement Testing Program Bulletin and Sciences 6e annee, annee scolaire 1989-90. Bulletin du programme de tests de rendement.
Alberta Dept. of Education, Edmonton.
PUB DATE- Sep 89
NOTE- 63p.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Elementary School Science; Foreign Countries; *Grade 6; Guidelines; Intermediate Grades; Mathematics Education; *Objectives; *Science Curriculum; *Science Tests
IDENTIFIERS- *Alberta

This bulletin provides general information about the achievement testing program and specific information about the design, the composition, and the scoring of the Grade 6 Science Achievement Test in Alberta. Contents included are: (1) "General Information," describing the purpose, nature, and administration of the program;

emphasized the value of good citizenship and promoted the role of public education in teaching citizens the knowledge and skills necessary for responsible citizenship. The public concern with the quality of instruction in schools and for tax support of schools by all, is based upon a recognition of the benefit to all. Post-World War II emphasis in U.S. education on specialization and technical and vocational studies, has undermined liberal and civic education. Following Leo Strauss's criticism of the behavioral and quantitative emphasis, modern social science does not adequately educate people for political decision-making and participation in government, since it is not concerned with public spirit. The citizen's guiding purpose or perspective in self-government must be that of the public good, which is the result of an open and democratic process. Regarding the citizen in a democracy as an officeholder in government, the public spirit expected of any public official must be encouraged. This perspective needs to be explicitly taught at every level of education. (AS)

ED 315 329 SO 020 427

Nelson, Murry R.
The Social Contexts of the Committee on Social Studies Report of 1916.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Course Organization; Courses; *Curriculum Design; Educational History; *History; *Policy Formation; Secondary Education; *Social Studies
IDENTIFIERS- National Education Association

No work in social studies has been consistently referred to over the past 75 years as much as has "The Social Studies in Secondary Education," Bulletin No. 28 (1916) of the U.S. Bureau of Education. This volume, the "Report of the Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association," has developed a mystique of its own and inspired tones of reverence when the work is mentioned; yet, few social studies educators have read it. The recent spate of reports on history/geography in the schools places much of the blame for the woeful status of history knowledge on the erosive pursue U.S. bilateral relations with Vietnam on refugees, the prisoner of war/missing in action (POW/MIA) issue, and exchange programs; and what U.S. policy should be with regard to Laos. The general principles underlying these recommendations are as follows: (1) The long-term U.S. policy goal in the region is to assist in bringing about a peaceful, prosperous, and stable Southeast Asia, in which Cambodia, Vietnam, and Laos are fully integrated as sovereign nations with whom the United States has normal relations. (2) In developing this policy, a proper balance must be maintained between regional and global concerns. (3) U.S. policies toward these countries must be in harmony with U.S. bilateral relations with the countries of the Association of South East Asian Nations (ASEAN). (4) The United States should continue to engage the Soviets in high-level dialogue on Cambodia. (5) The principal leaders and the genocidal practices of the Khmer Rouge should not be given an opportunity to return to Cambodia. (6) U.S. policy should promote less reliance on the Soviet bloc by Cambodia, Vietnam, and Laos, and the removal of Soviet military facilities in Vietnam. (7) In developing policies with the countries of Indochina, the United States must work closely with Japan. A list of conference participants and the conference-opening address are included. (Author/JB)

ED 315 344 SO 020 513

Soviet Integration into the World Economy. Report of the Strategy for Peace, U.S. Foreign Policy Conference (29th, Warrenton, Virginia, October 13-15, 1988).

Stanley Foundation, Muscatine, Iowa.

PUB DATE- Oct 88

NOTE- 20p.; For related documents, see SO 020 512-514. Photographs will film poorly.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Agricultural Production; Agriculture; *Economic Change; Economics; Exports; Foreign Countries; *Foreign Policy; International Relations; *International Trade; *Social Change; World Affairs

IDENTIFIERS- Gorbachev (Mikhail); *Perestroika; *USSR

Since coming to power, Soviet General Secretary Mikhail Gorbachev has undertaken an ambitious program to reform the Soviet economy. Perestroika touches every aspect of Soviet economic life, including

An annotated bibliography lists 80 articles and books published primarily between 1975 and 1985 on error treatment in English-as-a-Second-Language (ESL) instruction. Citations are listed alphabetically by author, but two indexes are included. The first index divides citations into those dealing with error treatment during pre-production stages, during production, and in post-production stages. The second index categorizes citations according to self-treatment by the learner, by the peer group, and by the teacher. Citations contain basic bibliographic information and most include a brief to moderate-length annotation. (MSE)

ED 314 963 FL 018 324

Hayward, Nancy M.
A Selected Annotated Bibliography of Vocabulary in Teaching ESL and EFL, 1976-1985.
PUB DATE- Dec 89
NOTE- 40p.; For related document, see FL 018 322.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; *English (Second Language); Second Language Instruction; Teaching Methods; *Vocabulary Development

An annotated bibliography cites 38 journal articles published between 1976 and 1985 dealing with the teaching of vocabulary to second language learners. The bibliography includes both articles specific to instruction in English as a Second Language (ESL) or as a Foreign Language (EFL) and those with a broader scope, when the findings are generalizable to ESL. Some articles are in languages other than English, including French, German, and Dutch. Citations contain basic bibliographic information and a brief annotation. (MSE)

ED 314 964 FL 800 047

Weinstein-Shr, Gail
Project LEIF: Learning English through Intergenerational Friendship.

health services hired the highest percentage of women (66.6%). Additional data is provided in the following areas: starting salary averages by employer group, starting salaries influenced by size and geographical location of organization, starting salary increases expected for each academic major, campus recruitment visits by employers, employer interviewing schedules on college campuses, graduating students and employers reneging on job offers, interviewing questions used by employers, and interviewing tips from prospective employers. (DB)

ED 314 977 HE 023 136

Johnson, Beth Hillman; Tata, Jasmine
Collective Bargaining in Higher Education and the Professions: Bibliography No. 16.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Jan 88
NOTE- 99p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Ave. Box 322, New York, NY 10010 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Arbitration; *Collective Bargaining; *Employer Employee Relationship; *Employment; Employment Level; *Faculty College Relationship; *Faculty Recruitment; Higher Education; *Labor Relations; Professional Personnel

The 16th annual bibliography contains 923 citations concerning collective bargaining and other employment and labor relations issues for faculty at institutions of higher education and other professionals. The new category, "AIDS in the Workplace" has been added this year while the topics of contracts and contract issues, elections, non-faculty, and retrenchment have been merged. Both computer and manual search methods were used to identify the citations which are comprised of books, monographs, dissertations, journals, periodicals, speeches, unpublished reports, and newspaper articles. Most of the citations were published in 1987. Citations are listed alphabetically by author under each topic. Part I, the Faculty Bibliography, has 39 topics including academic freedom, affirmative action, arbitration and mediation, comparable worth,

REPORT NO.- ISBN-1-55542-171-7
PUB DATE- 89
NOTE- 231p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($20.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Business Administration; Career Development; *Change Strategies; Creativity; Educational Change; Higher Education; Improvement; Institutional Survival; Leaders; Leadership; *Leadership Qualities; *Organizational Change; Personality Traits; Risk
IDENTIFIERS- *Charisma

A systematic understanding of how various behavioral components (vision, articulation skills, empowerment, unconventionality, and risk-taking) work together to set apart certain individuals as charismatic leaders is presented. Using illustrations from the careers of charismatic leaders, including Steve Jobs, Lee Iacocca, Mary Kay, John DeLorean, and Ross Perot, the techniques used to motivate others to perform are described. How the charismatic leader's qualities of creativity, inspiration, unconventionality, and risk-taking can help bring about change in organizations damaged by long periods of inertia is discussed. Nine chapters have the following titles: (1) "Two Faces of the Charismatic Leader"; (2) "What Makes the Charismatic Difference"; (3) "Seeing beyond the Current Realities"; (4) "Communicating a Vision that Inspires"; (5) "Building Impressions of Trustworthiness and Expertise"; (6) "Empowering Others to Achieve the Dream"; (7) "Encouraging Extraordinary Commitment in Followers"; (8) "The Dark Side of the Charismatic Leader"; and (9) "Developing Exceptional Leadership in Organizations". An appendix provides information on the research design and methodology of a 1985 study of charismatic leaders. Contains approximately 200 references. (SM)

ED 314 991 HE 023 157

Bennis, Warren
Why Leaders Can't Lead. The Unconscious Conspiracy Continues.
REPORT NO.- ISBN-1-55542-152-0
PUB DATE- 89
NOTE- 188p.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San

Western Interstate Commission for Higher Education, Boulder, Colo.
PUB DATE- 89
NOTE- 45p.; Tables are printed on multicolored paper; some tables have small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *Fees; Full Time Students; Higher Education; In State Students; Instructional Student Costs; Out of State Students; *Public Colleges; *Student Costs; Student Financial Aid; *Tuition; Two Year Colleges
IDENTIFIERS- Alaska; Arizona; California; Colorado; Hawaii; Idaho; Montana; Nevada; New Mexico; North Dakota; Oregon; South Dakota; *United States (West); Utah; Washington; Wyoming

A report with tabular presentations of tuition and fee charges for full-time, full-year attendance at public institutions of higher education in 15 western states and for resident out-of-district and nonresident students at two-year institutions offers the following highlights: tuition and fee charges for students at public institutions in the west continued to increase in 1989-90; for resident in-district students at two-year institutions, the full-time tuition and fee charges averaged $729 in 1989-90, a 6.4% increase over the previous year, and $793 for resident out-of-district students at two-year institutions, a 7.0% increase; for resident students at public four-year institutions in the west, undergraduate tuition and fees averaged $1,382 in 1989-90 and graduate tuition fees averaged $1,596, a 7.8% and 9.8% increase respectively; and there is a continuing pattern of increases in student tuition and fee charges that exceeds the level of general price increases. (SM)

ED 315 005 HE 023 171

Hall, Colette, Ed.
Toward a More Inclusive Curriculum: The Integration of Gender, Race, and Class. Selected Proceedings from a Regional Conference Held at Ursinus College (Collegeville, Pennsylvania, October 21, 1988). Ephemera, Volume I, No. 1.
Ursinus Coll., Collegeville, PA.
REPORT NO.- ISBN-0-9623277-0-0
PUB DATE- 89
NOTE- 130p.

colleges and universities taken from the "Fall Enrollment" survey, part of the Integrated Postsecondary Education Data System. The telephone survey collected key enrollment, degree completion, and finance data from a nationwide sample of 642 institutions of higher education representing the more than 3,600 such institutions in operation in 1989. Among other findings, estimates from the Survey indicate that: (1) fall enrollment in colleges and universities increased almost 3.5% over fall 1988; (2) total awards of associate and higher degrees rose nearly 2% in academic year 1988-89 with women accounting for almost all of the increase; (3) current funds revenues and expenditures increased 7.2% and 6.4% respectively, in fiscal year 1988-89. Data are detailed in both narrative and tabular form for the areas of enrollment, completions (undergraduate and postbaccalaureate degrees), and finance. Survey methodology is also addressed. The 11 tables detail findings by such variables as sex, attendance status, level and control of institution, and fiscal years. (DB)

ED 315 019 HE 023 185

Padula, Mary S.
Entering Freshman Transfer and Career Students: A Comparison of Selected Educational Objectives with Recommendations for Transfer and Academic Advisement.
PUB DATE- Mar 89
NOTE- 159p.; Appendixes present numerous legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Freshmen; Comparative Analysis; *Educational Counseling; Higher Education; Needs Assessment; *Planning; *Student Attitudes; *Student Educational Objectives; *Transfer Students
IDENTIFIERS- *City University of New York Manhattan Comm Coll

The descriptive study investigated the extent to which entering freshman students and transfer students at Borough of Manhattan Community College (BMCC) are enrolled in degree programs that are compatible with their stated educational objectives, transfer intents, and degree intents. Subjects (N=376) enrolled in a mandatory orientation course were given the "Educational Planning Form" (EPF), developed to aid students in identifying their educational plans and needs, communicating this information to

Summers, Valerie Brooke
An Interactive Computer-Based Training Program for Beginner Personal Computer Maintenance.
PUB DATE- 88
NOTE- 248p.; Master's Thesis, New York Institute of Technology. Appendix F, handwritten facsimile (pp. 97-125) is of poor legibility.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Equipment Maintenance; Instructional Design; *Instructional Development; *Instructional Material Evaluation; Instructional Materials; *Microcomputers; Pretests Posttests; Questionnaires; Training
IDENTIFIERS- *Computer Maintenance

A computer-assisted instructional program, which was developed for teaching beginning computer maintenance to employees of Unisys, covered external hardware maintenance, proper diskette care, making software backups, and electro-static discharge prevention. The procedure used in developing the program was based upon the Dick and Carey (1985) model of instructional systems development. The first of seven chapters provides an introduction to the project, including background information, a statement of the problem, the purpose of the project, and an overview of the methods and procedures employed. The next five chapters describe activities at each stage of the development process: analysis, design, development, implementation, and evaluation. The final chapter provides a summary and recommendations. Appendixes include lists of companies and vendors contacted; the project plan; pretest, posttest, and embedded test questions; sample session screens; and the post-learning questionnaire. Tables and figures appear throughout, and field test data are included. (14 references) (GL)

ED 315 032 IR 014 127

LeBaron, John
Kids Interactive Telecommunications Project by Satellite (KITES): A Telecommunications Partnership To Empower Middle School Students.
PUB DATE- Aug 89
NOTE- 5p.

learners' individual needs; (3) an interest in the process as well as the outcomes; (4) a concern for the effects of knowledge representation on learning and understanding; (5) interest in teachers' roles; (6) a focus on collaborative learning; and (7) a concern for evaluation methods. While tools are most often used to support the writing process, other applications include social studies problem solving; mathematics concept formation and problem solving; modelling of physical, biological, and social systems; graphing; science collaboration through the use of networking tools; and databases to support scientific inquiry. Recommended areas for research and development include learning and teaching using computer-based tools, reassessment to facilitate the integration of tools into the curriculum, evaluation methods, teacher preparation and enhancement, the development and application of new technologies, and social issues. (90 references) (GL)

ED 315 046 IR 014 156

Zollman, Alan; Wyrick, James
Teacher Assessment of Elementary Schools' Computer Laboratories.
PUB DATE- 8 Sep 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Diffusion (Communication); Elementary Education; Equipment Utilization; *Facility Utilization Research; *Laboratories; Mathematics Instruction; *Microcomputers; Questionnaires; Reading Instruction; *Teacher Attitudes
IDENTIFIERS- *Fayette County Public Schools KY

In order to evaluate the effectiveness of the elementary computer laboratories and the Educational Systems Corporation (ESC) software in the Fayette County (Kentucky) Public Schools, a Likert-type questionnaire on teacher attitudes and beliefs was designed, field-tested, revised, and distributed at the end of the 1988 spring semester. Analyses of the 173 responses received indicated that the teachers had very positive attitudes toward the computers, the labs, and the software. Teachers were extremely positive about the decision to set up computer labs with the ESC mathematics and reading software, and a large number felt that each of their and (4) environmental pressures on education. These factors have resulted in an increasing demand for courses and programs; an increasing sophistication of clients; pressures on resources and shifts in demand; a rise of special interest groups; and an overall demand for improvement in programs, courses, and delivery. In response to these challenges, distance educators must conduct both external and internal analyses of their institutions to identify problems and resources, with a focus on improving the image of the organization and its programs, courses, and instructors, and on providing services that adequately meet clients' needs. "The Marketing Decision Environment," a tool for the review and analysis of an organization's structure, can be utilized to accomplish these goals. Starting with the external environment, the four key external variables are the market, competition, government, and economic conditions. The internal side includes organizational constraints such as goals, objectives, and resources. Allocation decisions are made based on the objectives which have been set and the external environment that the organization faces. Creative management using such tools can result in more efficient use of resources, and expanded research can lead to a better understanding of clients, which should improve courses, delivery systems, and client satisfaction. (22 footnotes) (GL)

ED 315 061 IR 014 215

Tierney, Robert J.
The Engagement of Thinking Processes: A Two Year Study of Selected Apple Classroom of Tomorrow Students.
Ohio State Univ., Columbus.
SPONS. AGENCY- Apple Computer, Inc., Cupertino, CA.
PUB DATE- 30 Sep 88
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Environment; *Cognitive Processes; *Computer Assisted Instruction; Grade 9; Grade 10; High Schools; Interviews; Longitudinal Studies; Psychological Studies; Reading Skills; *Skill Development; *Student Evaluation; *Writing Processes
IDENTIFIERS- *Apple Classroom of Tomorrow; Hypercard; Ohio (Columbus)

This study of the Apple Classroom of Tomorrow (ACOT) environment focused on the potential of a computer-saturated environment to facilitate students' thinking processes. Four approaches were used:

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; *Developing Nations; Foreign Countries; Higher Education; *Library Automation; Library Materials; *Library Planning; Library Research; Library Role; Library Surveys; Multimedia Instruction; *Nonprint Media; Questionnaires; *User Needs (Information)
IDENTIFIERS- *Africa (South)

This study on the development of Southern African Third World States' academic libraries embraces three broad areas: (1) the multimedia library; (2) the development of university libraries in the Third World; and (3) the potential usefulness of the multimedia library in the conditions prevailing in the Third World. Searches of the literature on the multimedia library and on the needs and problems of the Third World were undertaken, and a questionnaire was sent to the university librarians of 10 Southern African Third World States--i.e., Botswana, Lesotho, Malawi, Swaziland, Zambia, and Zimbabwe (internationally recognized states), and Bophuthatswana, Ciskei, Transkei, and Venda (independent national states of the Republic of South Africa). The questionnaire was followed up by visits to determine the extent of relevant local development, problems, and solutions. Finally, the potential advantages of the multimedia library were applied to the needs and problems of the Third World. It was concluded that: (1) Third World academic libraries should give precedence to the function of academic support rather than to the research-oriented function of First World university libraries; (2) traditional methods of problem solving should be replaced and augmented by modern innovative methods; and (3) multimedia libraries may offer solutions to some of the educational and developmental problems experienced in the Third World. (SD)

ED 315 076 IR 053 050

Clark, Collin, Ed.
California Library Statistics, 1989. Fiscal Year 1987-1988 Data from Public, Academic, Special, State Agency and County Law Libraries.
California State Library, Sacramento.
PUB DATE- 89
NOTE- 253p.; Product of the Library Development Services Bureau. For the 1987 report, see ED 304 164.
LANGUAGE- English

three-page handout about publications available at the information desk, departments located within the library and their telephone numbers, and a list of most frequently asked questions; (3) send a work schedule to the volunteers with their hours circled in red; and (4) review the handouts thoroughly at orientation and circulate handouts to volunteers who do not attend one of the orientation sessions. Core materials kept at the information desk are listed, the procedures for requesting them from different offices on campus are outlined, and daily operating procedures are detailed. Appendixes include a memorandum for university department heads about recruiting volunteers, a blank desk schedule, lists of library information desk sources of information and university offices located in the main library, a list of questions frequently asked at the information desk, a memo to volunteers, a completed desk schedule, and a thank you note to volunteers. (SD)

ED 315 090 IR 053 065

Bell, Suzanne S.
Online Searching and the Status of Librarianship. An Inquiry, Spring 1988.
PUB DATE- 3 May 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Futures (of Society); *Librarians; Library Automation; Library Research; *Online Searching; *Professional Recognition; Questionnaires; Self Concept
IDENTIFIERS- *Librarian Attitudes

This study investigated the impact of online bibliographic retrieval on the librarian's professional self-image. The question of online searching and professional status is raised primarily in response to Brian Nielsen's work in 1980 and 1982, and also motivated by the relatively low volume of work on this topic since Nielsen. A major aim of this study was to evaluate whether Nielsen's predictions about online searching deprofessionalizing librarianship were beginning to be realized. The study consisted of 8 interviews, lasting from 45 minutes to 3 hours, with librarians who do and supervise online searching in a variety of disciplines and settings. Thirty-three questions were asked under conditions of privacy to establish the basic background facts of each

improved their performance in community college. A comparison was made between two groups of full-time student participants in a state-supported academic and financial aid program for disadvantaged students with incomes below $12,000. One group of these Educational Opportunity Fund (EOF) students attended a six-week summer bridge program, consisting of remedial courses, college orientation, counseling, and achievement motivation activities, before attending one of five community colleges. The control group did not attend the bridge program. The original sample consisted of 155 randomly selected EOF freshmen between the ages of 17 and 46. The majority (52%) were Black, 25% were White, 14% Puerto Rican, 6% other Hispanic, and 3% other minority students. The final sample consisted of 100 subjects since 55 of the original 155 left college before the end of the fall semester. All these students were pretested prior to the summer bridge program and post-tested after one semester for basic skills and locus of control. Credits attained and cumulative grade point average (GPA) were also used as measures of achievement. Study findings included the following: (1) there were no differences between the bridge and non-bridge students in terms of changes in locus of control, achievement in basic skills, and GPA; (2) Black bridge students earned the highest number of mean credits, and male bridge students were the most successful in terms of both GPA and credit earned; (3) bridge students significantly increased their reading comprehension, essay, and algebra test scores on the post-tests; (4) 92% of the bridge students felt more in control of their environment after one semester, with those aged 31 and above the most inclined toward personal control. (WJT)

ED 315 103 JC 900 070

Hall, Barbara Ann; And Others
Mt. San Antonio College Matriculation Study: Fall 1986-Spring 1989.
Mount San Antonio Coll., Walnut, Calif.
PUB DATE- 89
NOTE- 230p.; For the 1988 study, see ED 303 207.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Admission (School); Cohort Analysis; College Admission; Community Colleges; *Educational Attainment; Educational Counseling; Educational

academic year 1980-81 to 1989-90, total minority enrollment increased by 7.6%, with Hispanics more than doubling their enrollment, Asians increasing by 70.3%, Black enrollment increasing by 20.9%, and American Indian enrollment decreasing by 2.9%; (3) after 1981-82, there was a gradual increase in the median age of MATC students; (4) day student first-semester headcounts increased over the last 13 years, while evening first-semester enrollments decreased at almost all campuses; (5) associate degree FTE increased significantly over the past 13 years, representing 53% of the total in 1989; (6) college parallel and vocational adult enrollment increased greatly since 1976-77, while vocational and community service enrollment declined significantly over the same period; (7) all instructional divisions except Agribusiness and Television peaked in FTE enrollment in 1983-84; (8) service occupations were the only programs to show a significant increase (16.2%) from 1981-82 to 1988-89; and (9) in 1988 and 1989, the majority of MATC's employees were females. (JMC)

ED 315 116 JC 900 100

ACCT Trustee Quarterly; Spring 1989-Winter 1990.
Association of Community Coll. Trustees, Annandale, Va.
PUB DATE- 89
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Board Administrator Relationship; *College Administration; College Planning; College Role; *Community Colleges; Curriculum Development; Ethics; Fund Raising; Futures (of Society); *Governing Boards; Institutional Evaluation; Minority Group Teachers; Politics of Education; *Trustees; Two Year Colleges

These four journals contain articles on topics of current concern to community college trustees. The spring 1989 issue contains articles on the trustee role in assessing institutional effectiveness, the effect of workforce trends on community colleges, the art of passing a bond issue, the expansion of consumer programs in community colleges, the improvement of high school/community college articulation, three areas of policy to better manage risks for governing board members, and a redefinition recommendations. After underscoring the need for AIDS education, part I of the report lists actions taken at the state level, including the development of policies to protect the legal rights of AIDS victims, to ensure that persons with AIDS have access to Disabled Students Programs and Services, and to promote AIDS education. This section also summarizes findings from the November 1989 AIDS survey, indicating that: (1) 36 districts had adopted or were in the process of developing an AIDS policy; (2) over two-thirds of the 94 responding colleges distributed AIDS literature, introduced AIDS subject matter in regular courses, offered special seminars or training sessions on AIDS, hung posters, showed video tapes or films to campus groups, and had guest presentations in regular courses; (3) 41 campuses had installed condom machines on campus and 43 distributed them at the health center; (4) 63 colleges indicated that all student services personnel had been provided with basic AIDS information; (5) 14 colleges had a peer education program; and (6) eight colleges had some HIV testing on campus. Part II provides a detailed analysis of the survey findings, including verbatim comments and recommendations. Appendixes present: (1) the senate resolution concerning AIDS education; and (2) the survey instrument. (JMC)

ED 315 129 JC 900 117

The High Tech Centers for the Disabled.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 90
NOTE- 35p.; Discussed as Agenda Item 7 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, March 8-9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Community Colleges; *Computer Science Education; *Computer Uses in Education; *Disabilities; Learning Disabilities; Physical Disabilities; Physical Mobility; Program Effectiveness; State Programs; Student Attrition; *Student Characteristics; Teacher Response; Two Year Colleges; Visually Handicapped Mobility
IDENTIFIERS- *California

A statewide network of High Tech Centers for the Disabled (HTCD) was developed to increase disabled student retention in the California community colleges by providing student access to

ED 315 141 PS 017 773

H.R. 3660, The Act for Better Child Care. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session (Louisville, Kentucky, April 23, 1988).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 88

NOTE- 126p.; Serial No. 100-90. Poor legibility in some portions. For hearing on parallel Senate bill, see PS 018 347.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Day Care; Early Childhood Education; *Federal Aid; *Federal Government; *Federal Legislation; *Federal Programs; *Government Role; Hearings

IDENTIFIERS- Congress 100th; *Kentucky; Kentucky (Jefferson County); Kentucky (Louisville); Proposed Legislation

Testimony on H.R. 3660, the Act for Better Child Care (ABC), is recorded in this document. The aim of the ABC is to lay a foundation for comprehensively addressing the shortage of child care by providing federal support that will enable states to ensure the availability, affordability, and safety of child care. Testimony concerned: (1) the need for the legislation as reflected by conditions in Louisville and the need to provide for local control over Title XX monies; (2) program success and inadequate funding in Louisville; (3) societal and economic change in Jefferson County, Kentucky; (4) the need for additional child care in the county; (5) experiences at a resource and referral service in the county, and survey findings on working conditions of child care center staff; (6) needs of private day care operators; (7) funding needs; (8) child care needs of parents; (9) emotional abuse of children by parents; (10) day care for mainstreamed, multihandicapped preschoolers; (11) funding to assist low-income working families and the need for child care facilities in Kentucky; (12) perceived positives and negatives of the bill; (13) child care program characteristics; and (14) for and against views of parents and representatives of coalitions and unions. Numerous prepared statements, letters, and supplemental materials are included. (RH)

Parental Intelligence Related to Delay of Gratification and Behavior Problems in Three-Year-Old Sons of Alcoholics.

SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- 89
NOTE- 10p.; Paper presented at the World Congress Meeting of the World Association of Infant Psychiatry and Allied Disciplines (4th, Lugano, Switzerland, Septebmer 20-24, 1989). For related documents, see PS 018 496-499.
GRANT- AA-07065
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Behavior Problems; *Delay of Gratification; Fathers; *Intelligence; Longitudinal Studies; Mothers; *Parent Influence; Sex Differences; *Young Children

This study presents data from a study of effects of fathers' alcohol dependence on family functioning and child development. Alcoholic families were recruited from the population of males who had been convicted for driving while impaired or driving under the influence of alcohol, who lived in an intact family, and who had a biological son between 3 and 6 years of age. Of particular interest was the interrelationship among parental cognitive and neuropsychological functioning, perceived problems with the child, and the child's ability to delay gratification. Measures included two subsets of the Wechsler Adult Intelligence Scale-Revised, the Achenbach Child Behavior Checklist, and the Block & Block delay of gratification task. Results revealed a clear and consistent relationship between level of parental cognitive functioning and children's problem behaviors and ability to delay gratification. Fathers higher in cognitive functioning experienced fewer problems with children. Cognitive functioning of both parents was positively related to children's ability to delay gratification. It was suggested that fathers higher in cognitive functioning may have a more realistic expectation of their son's behavior or have sons who are less problematic, whereas mothers' perceptions are dependent on influences other than cognitive functioning. Parental cognitive functioning may affect the child's ability to delay gratification. (Author/RH)

ED 315 155 PS 018 499

D.C.
REPORT NO.- ISBN-0-935989-30-7
PUB DATE- 90
NOTE- 49p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC No. 290, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accreditation (Institutions); Compensatory Education; *Day Care; Demography; *Early Childhood Education; Employer Supported Day Care; *Federal Legislation; Government Role; Health; *Kindergarten; Poverty; Programing (Broadcast); *School Role; Television
IDENTIFIERS- Project Head Start

This report covers major events in early childhood education in 1989. Discussion addresses: (1) the possibility of newly available funding due to the end of the Cold War; (2) legislation stalled in Congress; (3) new studies documenting problems in child day care; (4) slow increases in corporate child care; (5) increases in public school child care; (6) kindergarten education; (7) increased awareness among governors, legislators, and foundations of the need to improve children's services; (8) children's television; (9) court decisions and administrative regulations; (10) reports from the states; (11) the steady rise in accreditation; (12) demographics and health; (13) poverty's harsh effects on children; and (14) challenges that have yet to be addressed. (RH)

ED 315 170 PS 018 561

Oh, Susan Y.; And Others
Parental Overprotection: Effects on Self-Concept and Social and School Functioning.
PUB DATE- Aug 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Child Rearing; *Elementary School Students; Fathers; Grade 5; Intermediate Grades; *Interpersonal

ED 315 184 PS 018 578

Sparapani, Ervin F.; Opalewski, David A.
A Survey of Interests and Opinions of Middle Grades Youngsters.
PUB DATE- 19 Oct 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (October 19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Eating Habits; Elementary Education; *Elementary School Students; Elementary School Teachers; Emotional Experience; Family Relationship; *Instructional Program Divisions; Middle Schools; Physical Development; Physical Education; School Districts; *School Organization; Social Behavior; *Student Attitudes; *Student Characteristics; *Student Needs
IDENTIFIERS- Michigan; Preference Patterns; *Transescents

Opinions of middle school students, called "transescents," were studied in an effort to provide feedback to adminstrators, parents, and teachers involved in program development in a school district with a K-5, 6-8, and 9-12 grade level configuration. Participants were 200 students from a school district in east central Michigan. A questionnaire was developed and administered to obtain information concerning transescents' physical, educational, social, and emotional needs. Findings revealed that females were more academically inclined than males. Both sexes seemed to enjoy physical education, with females' interest and participation declining considerably from fifth to eighth grade. Eating habits continuously changed, but the shift was more noticeable for females than males. A class in history and social studies was the least liked. Friendliness and understanding were qualities of favorite teachers. Having many good friends was considered important. Working in groups was favored. Parental influence declined while peer influence increased. The future was viewed positively. Teachers' role in non-academic areas diminished. Few subjects indicated that they sought advice or assistance from an adult significant other. Recommendations for educating transescents are offered. (RH)

PUB DATE- Apr 89
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989). Frequent filled-in type.
GRANT- NICHHD-HD05951; NICHHD-HD07205
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Elementary Education; *Elementary School Students; *Friendship; Group Behavior; *Loneliness; *Peer Relationship; Research Needs; *Social Adjustment; Socioeconomic Status

In a study of links between group acceptance and friendship among children in elementary school, 278 third- through sixth-graders, nearly evenly divided by sex, were assessed with measures of level of peer acceptance, primary and secondary friendship, friendship quality, loneliness, and social dissatisfaction. Findings suggested that the distinction between group acceptance and friendship is meaningful. Although fewer children with low degrees of acceptance have friends in comparison to other children, marginal group status does not preclude the possibility of a reciprocal friendship. Having a friend and the quality of the friendship appear to make contributions to the prediction of loneliness over and above the sizable contribution of level of acceptance. Problematic group acceptance is indicative of problems in dyadic friendship adjustment. The quality of children's friendships drops off as level of acceptance decreases. While it is clear that friendship and acceptance domains are linked, the reason why they are linked and what difference the linkage makes remain unknown. It is concluded that reaching an understanding of linkages between group acceptance and children's friendship success is an important research task with implications for intervention with children at risk due to poor peer relations. (RH)

ED 315 199 PS 018 600

Henderson, Anne T., Ed.
The Evidence Continues to Grow: Parent Involvement Improves Student Achievement. An Annotated Bibliography. National Committee for Citizens in Education Special Report.
National Committee for Citizens in Education, Columbia, Md.
SPONS. AGENCY- Charles Stewart Mott Community Coll., Flint, Mich.

ED 315 211 RC 017 267

Howley, Aimee
Take Two: Lessons in Program Revision.
PUB DATE- Mar 89
NOTE- 15p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; *Admission Criteria; Case Studies; *Curriculum Problems; *Educational Principles; Elementary Secondary Education; Program Evaluation; Rural Schools; School Districts; Selective Admission; *Special Education; Special Programs; Values

This case study describes a rural school district's problems with its program for academically gifted and talented students and illustrates the process and outcome of a program evaluation. The program came into being in a hasty and expedient manner that satisfied the superintendent's desire for the notoriety accompanying school improvement while avoiding resource allocation for curriculum reform. The original admission standard was a standardized test score of 85th percentile or above for total basic skills. In the first months of practice, however, the principals supervising program implementation chose to admit students on the basis of subtest, rather than composite scores. Then, the superintendent bowed to pressure from the board and agreed to admit any student whose parents requested it. As the teachers found that their "gifted students" could not handle the challenges of accelerated materials, they responded by presenting regular college preparatory materials but with more assignments. This response frustrated the brightest students and angered their parents. During program evaluation, teacher workshops, surveys, and interviews revealed that five program aspects were troublesome: (1) organization and coordination; (2) course requirements; (3) student selection procedures; (4) curriculum; and (5) standards for student retention. Values conflicts centering around student identification standards and the nature of program content paralyzed the staff's ability to take any action with respect to the program and led to program deterioration and teachers, parents and students disaffection. (SV)

Teachers serving children with disabilities in the regular preschool environment face challenges working within the typical small group instructional framework while systematically targeting specific skill acquisition goals. This paper describes a model integrated preschool/daycare program that uses a matrix-type process for determining the most appropriate instructional formats for carrying out each Individualized Education Program (IEP) objective within an integrated preschool setting. The assessment process begins with a survey of environments within which the special needs child is expected to function. Development of IEP goals is guided by principles of generalization and functionality. Instruction is best delivered through distribution of trials or opportunities across natural and functional activities occurring in the daily schedule. The daily schedule is structured around typical preschool activities. If children demonstrate need for more intense instruction on a specific skill, time is set aside in the schedule for stories and individual instruction, which is often delivered by trained volunteers or college practicum students. The teacher monitors progress by matching instructional objectives with ongoing activities in the preschool schedule. The paper reports positive feedback from parents regarding the program, and noticeable gains in social, daily living, and communication skills among special needs students. (DHP)

ED 315 226 RC 017 282

Halper, Arline; Beam, Joyce
Rural Transition Program Specialist: Training the Rural Specialist.
PUB DATE- 89
NOTE- 18p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See Rc 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; Higher Education; *Rural Areas; Rural Schools; Special Education; *Special Education Teachers; Teacher Education; *Teacher Education Programs; Vocational Education; *Vocational Education Teachers; Vocational Rehabilitation
IDENTIFIERS- George Washington University DC

Two-thirds of all schools in the United States are in rural areas,

Schools
IDENTIFIERS- Washington (Southeast)

To increase enrollment in high school science classes and, thereby, increase scientific literacy among Americans, efforts must begin in elementary and middle schools. The Blue Mountain Small School Consortium, nine small and rural schools in southeastern Washington, cooperated with Whitman College in a search for improved methods of teaching elementary school science. Initial teacher surveys identified factors detrimental to elementary science instruction: (1) inadequate teacher knowledge of science content and appropriate teaching methods; (2) equipment and related budget problems; (3) lack of appropriate curriculum materials with sufficient structure; and (4) a belief that science is a lower priority than other curriculum areas. The first inservice staff development efforts were summer courses demonstrating a model of science teaching and learning that recognizes: (1) curiosity as the fundamental driving force in science; (2) the process orientation of science; (3) no one "scientific method"; (4) willingness to change conclusions in the light of new evidence; and (5) a faith in the susceptibility of the environment to human ordering and understanding. Despite high evaluations of this coursework, there was no significant improvement in the amount and quality of science instruction observed. Current efforts focus on creating structured instructional materials as teacher aids. These traveling instructional kits are shared among member schools and therefore eliminate many previous equipment problems. Accompanying lesson plans attempt to provide sufficient guidance for the teacher who needs help while allowing room for expansion by the more ambitious teacher. (SV)

ED 315 239 RC 017 295

Silver, Sandra
The Northern Coalition Teacher Center.
PUB DATE- Mar 89
NOTE- 7p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Coordination; Demonstration

ED 315 252 RC 017 367

Marin, Christine

Mexican Americans on the Home Front: Community Organizations in Arizona during World War II.

PUB DATE- Apr 87

NOTE- 29p.; Paper presented to the National Association for Chicano Studies (Boulder, CO, April 1987). For related article, see RC 017 368.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Action; Community Organizations; Community Support; *Ethnic Discrimination; Females; Local History; *Mexican American History; Mexican Americans; *Patriotism; Social History; *Social Organizations; World War II

IDENTIFIERS- *Arizona; Chicano Studies

During World War II Arizona's Mexican-American communities organized their own patriotic activities and worked, in spite of racism, to support the war effort. In Phoenix the Lenadores del Mundo, an active fraternal society, began this effort by sponsoring a festival in January 1942. Such "mutualistas" provided an essential support system in the face of racism and discrimination, and were sources of cultural, social, and religious cohesion in Mexican-American communities. These societies spoke out after several blatant incidents of discrimination against Mexican-American teenagers, and later organized a Phoenix youth group that collected 2,200 pounds of old rubber for the war effort. Community organizations in Phoenix and Tucson also: (1) organized volunteer cotton pickers when a labor shortage threatened the crop, badly needed for parachute and blimp manufacture; (2) sponsored social gatherings in honor of Chicano military cadets; (3) arranged bilingual community education classes in American citizenship; (4) collected donations to provide cigarettes to soldiers overseas; (5) sold war bonds and war stamps; (6) collected clothing for the Red Cross; (7) planted victory gardens; (8) collected scrap metal and foil for recycling; and (9) provided child care services for mothers performing war-related activities. After the war most organizations disbanded, but one Tucson women's group continued to perform community service until 1976. This paper contains 30 endnotes. (SV)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Agency Cooperation; *Cooperative Programs; Educational Administration; Educational Assessment; *Educational Cooperation; Elementary Secondary Education; Interdistrict Policies; *School Districts; *Shared Resources and Services; State Surveys
IDENTIFIERS- *Minnesota

Based on statewide surveys of school superintendents, these two papers examine cooperation in the organization of Minnesota school districts, concentrating on cooperative arrangements between two or more districts tailored to meet those districts' needs. Such cooperation includes efforts ranging from sharing instructional technology to sharing entire grades. Most common types of sharing involve sharing teachers, athletic/extracurricular programs and facilities, or equipment. The least common types of cooperation are sharing grades and sharing administrators. Districts use cooperation primarily at the secondary level, reflecting the needs of these students for more choice in courses, athletics, and extracurricular activities. Small rural districts have the highest participation levels in every type of cooperation except instructional technology. Most districts use cooperation to maintain or expand curriculum, but it may also help manage low and declining enrollments, reduce costs, save schools, avoid consolidation, and maintain autonomy. Cooperation can effectively ameliorate all these problems. But cooperation between large and small districts can be difficult, governance can be cumbersome, and administration can be difficult and impractical. Parents and the community are often the greatest impediment to cooperation, but a strong public relations program can swing opinion toward cooperation. If students are pleased with the results, even skeptical parents will become supporters. (DHP)

SE

ED 315 266 SE 050 274

Pfundt, Helga; Duit, Reinders

to Deforestation," "Protected Area Objectives," and "Glossary." Over 350 references are included. (CW)

ED 315 281 SE 051 151

Abramovitz, Janet N.
A Survey of U.S.-Based Efforts To Research and Conserve Biological Diversity in Developing Countries.
World Resources Inst., Washington, DC.
PUB DATE- Oct 89
NOTE- 71p.
AVAILABLE FROM- World Resources Institute, P.O. Box 4852, Hapden Station, Baltimore, MD 21211 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Biological Sciences; *College Science; *Conservation (Environment); Developing Nations; Ecology; Endangered Species; *Environmental Education; *Global Approach; Higher Education; *Natural Resources; Science Education; Secondary Education; Surveys; *Wildlife; Wildlife Management
IDENTIFIERS- Biological Diversity; *Habitat Destruction

The increasing loss of biological diversity, resulting from the loss of genetic diversity, the extinction of species, and the destruction of ecosystems, constitutes a crisis of global proportions. The resources being committed to its resolution are relatively small. This document summarizes a survey of U.S.-based organizations involved in biological diversity research and conservation activities in developing countries in 1987. Institutions included the U.S. government, nongovernment organizations, universities, museums, zoos, charitable foundations, and botanical gardens. In all, 873 projects, active in 86 developing countries were analyzed. Included in this document are survey methods, results and conclusions; a copy of the questionnaire used; a list of classification categories used for activities; a list of the surveyed institutions; and a list of activities by region. Appendices constitute the bulk of the document. (CW)

ED 315 297 SE 051 178

Cannon, Lawrence O.; Elich, Joe
Some Little Night Problems.
PUB DATE- Oct 89
NOTE- 9p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two-Year Colleges (15th, Baltimore, MD, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Algebra; *College Mathematics; Higher Education; Mathematical Concepts; *Mathematical Formulas; *Mathematical Logic; Mathematics Education; Mathematics Materials; *Mathematics Tests; *Problem Sets; Problem Solving

In most mathematics problem solving work, students' motivation comes from trying to please their teachers or to earn a good grade. The questions students must tackle are almost never generated by their own interest. Seven open-ended college algebra-level problems are presented in which the solution of one question suggests other related questions. Problems and successive questions are for: (1) Prime Numbers; (2) Pythagorean Triples; (3) Iteration; (4) Golden Ratio in Logarithms; (5) Equilateral Triangles; and (6) Mathematical Inductions. (YP)

ED 315 298 SE 051 179

Robardey, Carlton P., Sr.; Hyde, Kenneth
Science for Secondary Teachers: Implementing Lab Activities and Essential Elements in Special Education.
PUB DATE- 89
NOTE- 65p.; Paper presented at the Association of Teacher Educators Mid-America Regional Conference (October 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Laboratory Experiments; *Science Activities; *Science Curriculum; *Science Education; Science Programs; *Science Teachers; Secondary Education; Secondary School

(2) "Description of the Grade 6 Science Achievement Test," describing the content and emphasis of the test with sample questions; and (3) "Performance Standards" discussing acceptable and excellent levels of achievement. Definitions of cognitive levels and an article answering several questions about the test are appended. (YP)

ED 315 314 SE 051 209

Physics 30 Program Machine-Scorable Open-Ended Questions: Units 1-5: Complete Course. Diploma Examinations Program.

Alberta Dept. of Education, Edmonton.

PUB DATE- Sep 89

NOTE- 38p.; For Unit 2 (Electric & Magnetic Forces) see SE 051 210.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Foreign Countries; *Grade 12; High Schools; *Physics; *Science Tests; *Scientific Concepts; *Secondary School Science; *Test Items; Test Manuals

IDENTIFIERS- *Alberta

This document outlines the use of machine-scorable open-ended questions for the evaluation of Physics 30 in Alberta. Contents included are: (1) an introduction to the questions; (2) sample instruction sheet; (3) thirty sample items from the complete course; (4) item information including an answer key, difficulty, and source of each item; (5) solutions to items having multiple answers; (6) an answer sheet with solutions; and (7) a blank answer sheet. (YP)

ED 315 315 SE 051 210

Physics 30 Program Machine-Scorable Open-Ended Questions: Unit 2: Electric and Magnetic Forces. Diploma Examinations Program.

Alberta Dept. of Education, Edmonton.

PUB DATE- Sep 89

NOTE- 23p.; For units 1-5 (complete course) see SE 051 209.

effect of social studies on history over the past 75 years. The reference is to the 1916 report. The "conventional wisdom" regarding this report needs to be presented and assessed in the light of today's use of that wisdom. The 1916 commission report is presented in this paper in both educational and historic contexts. From whence did the ideas for this report emerge and why? The procedures and content of the report are then examined with particular focus on the commission members and their respective ideologies. The last section looks at the commission report today, in light of the recent rash of curriculum reports and recommendations. A 19-item bibliography is included. (JB)

ED 315 330 SO 020 430

Brandon, E. P.
The Deductive Logical Competence of Non-Graduate Caribbean Teachers.
PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Abstract Reasoning; Critical Thinking; *Deduction; Foreign Countries; Higher Education; *Knowledge Level; *Logic; Problem Solving; Statistical Analysis; Teachers; Test Results; Validity
IDENTIFIERS- Ennis (Robert); *Jamaica; *Teacher Competencies

Data on some aspects of the deductive logical competence of nongraduate teachers in the English-speaking Caribbean, primarily Jamaica, are reported in this document. The teachers sampled were those who sat for entrance examinations for the University of the West Indies (Mona) Faculty of Education Bachelor of Education and Certificate of Education programs from 1985 to 1989. The investigations conducted were based on the extensive work carried out in the United States by Robert Ennis and his associates. Deductive logic studies those situations in which a given set of statements, the premises, necessitates another set, the conclusion; that is, if the premises are true, then the conclusion has to be true also. Six examples of each formally identified logical principle were given to those being tested. Respondents were held to have mastered a principle if they got at least five of the six questions right. Results did not reflect a satisfactory level of elementary reasoning ability. The findings are presented in 11

relations with the international economy. Soviet specialists and international economists must find common ground so that they can successfully analyze and prescribe policies for perestroika. The conference participants agreed that Gorbachev is serious about perestroika and that it is above all an internal process. Therefore, the implications for the international economy must rest on an understanding of current domestic conditions. Discussion focused on two basic problems that must be overcome for perestroika to succeed: reform of Soviet agriculture to increase productivity and the introduction of a more realistic pricing system. It was agreed that the Soviets must become more involved in the international economy through trade if they are to succeed in their economic reforms, but that the Soviet Union would remain a marginal trading nation for some time. The group agreed that the question of whether encouraging a stronger, economically viable Soviet Union was in U.S. interests would form the core of the policy debate about U.S. responses to perestroika. A list of the conference participants and the conference-opening address are included. (JB)

ED 315 345 SO 020 514

Central America: Where Do We Go from Here? Report of the Strategy for Peace, U.S. Foreign Policy Conference (29th, Warrenton, Virginia, October 13-15, 1988).
Stanley Foundation, Muscatine, Iowa.
PUB DATE- Oct 88
NOTE- 20p.; For related documents, see SO 020 512-513. Photographs will film poorly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; Economic Development; Financial Support; Foreign Countries; *Foreign Policy; *International Relations; Peace; Policy Formation
IDENTIFIERS- *Central America; Costa Rica; El Salvador; Guatemala; Honduras; Nicaragua

Over the past 8 years, the debate over U.S. policy in Central America has degenerated into an unproductive partisan clash that has obscured the issues and eliminated the possibility of a bipartisan consensus. Conference participants agreed that Central America, for historic, geographic, economic, and political reasons is of vital interest to the United States and that disengagement is not a viable option. U.S. credibility, in the region and at home, Program Development Manual for Building Community Across Generations and across Cultures.

Temple Univ., Philadelphia, PA. Center for Intergenerational Learning.

SPONS. AGENCY- Florence V. Burden Foundation, New York, N.Y.; Retirement Research Foundation.
PUB DATE- Dec 88
NOTE- 171p.; Newspaper articles (p.144-160) are of poor legibility and on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Adult Literacy; *English (Second Language); Immigrants; Instructional Materials; *Intergenerational Programs; *Literacy Education; Multicultural Education; Needs Assessment; Program Development; Refugees; Teaching Methods; *Tutorial Programs; *Voluntary Agencies; Volunteer Training
IDENTIFIERS- *Project LEIF

Project LEIF (Learning English through Intergenerational Friendship) is a program begun in 1985 in which an intergenerational core of tutors was trained to teach English to refugees in the Philadelphia area. The program has since expanded and been replicated in four other cities. This manual is intended to help those individuals or groups interested in developing programs similar to project LEIF. The manual consists of the following guidelines and suggestions for program design and implementation: (1) planning as an ongoing process; (2) materials and methods for teaching English; (3) recruitment of volunteers; (4) volunteer training; (5) getting volunteers started and keeping them going; (6) community building; (7) special considerations for using elders in the schools; and (8) assessment and documentation. Appended materials include a collection of news articles about the Philadelphia program and an annotated bibliography of materials for teaching English to speakers of other languages. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

discipline and dismissal, drug testing, faculty organizations, fringe benefits, grievance procedures, merit pay, quality of worklife, tenure, and women faculty. Part II comprises the Professions and Professionals Bibliography with five topics as follows: health care administration and institutions, health care professions, nurses, professions, and professional sports. Part III contains citations on information guides including other bibliographies and directories, resources, and periodicals. Also included are an author and subject index and a listing of acronyms and abbreviations. (DB)

ED 314 978 HE 023 137

Lockhart, Madelyn M.; And Others
Admissions Decisions Study: 1987-1988: Graduate School University of Florida.
Florida Univ., Gainesville. Graduate School.
PUB DATE- Dec 88
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Admission; *College Applicants; College Entrance Examinations; Foreign Students; Grade Point Average; *Graduate Students; *Graduate Study; Higher Education; Minority Groups; Racial Differences; Sex Differences; Statistical Data; Test Reliability; Test Validity; Trend Analysis
IDENTIFIERS- Graduate Record Examinations; *University of Florida

The report presents a summary of selected quantitative measures for August 1987 through July 1988 of students who applied for University of Florida graduate school admission, those who were accepted by academic departments, and those who subsequently enrolled. A brief introduction and listing of procedural assumptions precede the two figures and 25 tables which comprise the major portion of the report. The figures present information on: (1) Graduate Record Examination scores by college; and (2) undergraduate grade point averages of applicants, acceptees, and enrollees. The tables cover the following: summary data by college (including and excluding foreign students); School of Accounting; College of Agriculture; College of Architecture; School of Building Construction; College of Business Administration; College of Education; College of Engineering; College of Fine Arts; School of

Francisco, CA 94104 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; Business Administration; *Change Strategies; Educational Change; Futures (of Society); Higher Education; Improvement; Institutional Survival; Leaders; *Leadership; Leadership Qualities; *Organizational Change; Trend Analysis

An analysis of the problems facing leaders in higher education or other organizational settings as well as insights on effective leadership is presented. The 23 chapters are organized in four parts. Part 1, "The Unconscious Conspiracy and How to Confound It," suggests the presence of such a conspiracy involving the entrenched bureaucracy and certain social forces which makes effective leadership difficult. Research on leadership is introduced and the four competencies are identified as crucial for effective leadership. In parts 2 and 3 ("A Society Without Dreams" and "Parts of the Problem"), the extent of the leadership problem is detailed with many examples from the contemporary business and political scene. Part 4 offers ideas about solving the leadership crisis in eight chapters with such titles as: "Leading to Make a Difference," "A Bright Future for Complexity," "Quitting on Principle," "Canceling the Doppelganger Effect," "Avoiding Disaster During Periods of Change," and "Dealing with the Way Things Are". (SM)

ED 314 992 HE 023 158

Higher Education Graduate Program. Curriculum Guide.
Florida State Univ., Tallahassee, FL. Dept. of Educational Leadership.
PUB DATE- Aug 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Admission; College Curriculum; Course Content; Course Objectives; Degree Requirements; Doctoral Degrees; Doctoral Programs; Graduate Students; *Graduate Study; *Higher Education; Masters Degrees; Masters Programs; *Postsecondary Education as a

AVAILABLE FROM- Ephemera, 6300 Rockhurst Rd., Bethesda, MD 20817 ($19.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Blacks; Civil Rights; *College Curriculum; *Curriculum Development; Employed Women; Equal Education; Equal Opportunities (Jobs); *Females; Feminism; Higher Education; Minority Groups; *Racial Bias; Selective Admission; Sex Bias; *Sex Fairness; *Social Status; Womens Education; Womens Studies

The conference proceedings contains 27 papers or summaries concerned with integration of gender, race, and class in the college curriculum. After an introductory paper on the Ursinus model (Colette Hall), remarks concerning New Jersey projects (Connie Murray and Verdelle Freeman) and the keynote address (Margaret Andersen), the first set of workshop papers are grouped into the following categories: literature; history, history of art, and the classics; exercise and sports studies; science and technology; and social sciences. Many of these papers include course syllabi and extensive subject bibliographies. The second group of workshop papers look at strategies for change in three sections concerned with: enlisting administrative and faculty support; women's ways of knowing; and how to sustain a project. An appendix presents a proposal for a further phase of Project Quill at Ursinus College. Also provided are lists of conference participants, conference moderators and presentors, and an author index. (SM)

ED 315 006 HE 023 172

Redd, Kenneth
The Supplemental Educational Opportunity Grant Program: Background and Current Issues. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
SPONS. AGENCY- Congress of the U.S., Washington, D.C.
REPORT NO.- 89-647-EPW
PUB DATE- 17 Nov 89
NOTE- 34p.; Legend at foot of page 3 will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disadvantaged Youth; *Educational Legislation; Eligibility; *Federal Aid; *Federal Legislation; Grants; Higher

appropriate faculty and counseling staff, and choosing educational paths that include appropriate curricula and courses relevant to their objectives. Analysis of the data obtained through the EPF indicated that the transfer students resembled career students in ethnic background, age, employment hours planned per week and the areas in which they would like help. They differed from career students in type of high school certificate earned, certainty of career and program or major goals, amount of education planned, transfer intent, most important reason for attending college, and plans to earn the two-year degree. It was concluded that both transfer and career students could benefit from a program that would address entering students' educational plans. An integrated approach to transfer and academic advisement was recommended. The roles of faculty, students, counselors, and administrators were also addressed. Supplementary materials pertaining to this practicum are appended and a bibliography of 100 citations is also included. (DB)

ED 315 020 HE 023 186

Long-Range Planning for Texas Higher Education.
Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jan 89
NOTE- 31p.
AVAILABLE FROM- Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Faculty; Educational Demand; Educational Finance; Educational Planning; Educational Quality; Educational Supply; Excellence in Education; Faculty Development; Fund Raising; Higher Education; Leadership; *Long Range Planning; *Needs Assessment; Research; *State Universities
IDENTIFIERS- *Texas

The report presents results of the first year's effort in developing a master plan for higher education in Texas. The first section highlights contributions of Texas higher education in the areas of research, public service, and teaching. Examined in the next section is the current higher education setting with data on the present status of Texas higher eduction, Texas demography, and the Texas economy. The third section identifies problems challenging Texas higher education including a 16% adult illiteracy

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications Satellites; *Cooperative Programs; *Cultural Awareness; *Distance Education; Foreign Countries; Grade 8; Interaction; Junior High Schools; Science Instruction; Telecommunications; *Teleconferencing
IDENTIFIERS- *Kids Interactive Telecomm Project by Satellite; United States; West Germany

Kids Interactive Telecommunications Project by Satellite (KITES) is a cooperative international telecommunications partnership involving the University of Lowell, Digital's corporate video network, Videostar Connections Inc. (a satellite networking broker), PanAmSat (a satellite operator), and several other public education institutions in Massachusetts. KITES has been used to establish an interactive video link between eighth grade students in Lowell and their peers in Karlsruhe, West Germany, for exchanging views on environmental science issues and sharing cultural information. KITES was launched at the University of Lowell College of Education, and schools were brought into the partnership by the university's Center for Field Services and Studies. Although evaluation results indicate that students, teachers, project staff, and corporate personnel are pleased with the project's results, several problems--the most serious of which centers on the lack of resources for curriculum development and training--remain unresolved. Plans for future KITES videoconferences include instructional television broadcasting through the facilities of Massachusetts Educational Television; the exploration of low-cost "compressed video" technologies for videoconferencing; and future partnerships with foreign agencies, involving non-school educational and cultural agencies such as museums, libraries, and community centers. (GL)

ED 315 033 IR 014 129

Cornell, Richard A.; And Others
Standards for College and University Learning Resources Programs. Technology in Instruction. Second Edition.
Association for Educational Communications and Technology, Washington, D.C.
REPORT NO.- ISBN-0-89240-045-5
PUB DATE- 89
NOTE- 82p.; For the first edition, see ED 249 935.

students was "on task" throughout the lab period. Most considered the ESC software to be compatible with current mathematics and reading curriculum content and methods. In general, teachers wanted more laboratory time to use the software with their classes. Most teachers stated that they would be willing to work with other staff members and consultants to become more effective in using software for instruction. A copy of the questionnaire with a tally of the responses and comments offered by 53 of the respondents are appended. (6 references) (GL)

ED 315 047 IR 014 158

Computer-Assisted Instruction Network Systems. Preliminary Findings on First Year State-Wide Implementation in Hawaii Public Education.

Hawaii State Dept. of Education, Honolulu.

PUB DATE- Nov 88
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Networks; Computer Simulation; Courseware; Elementary Secondary Education; *Local Area Networks; Microcomputers; Programed Tutoring; Questionnaires; State Surveys; *Use Studies
IDENTIFIERS- *Hawaii

This is a report on the status of computer-assisted instruction (CAI) networked systems utilizing microcomputer technology at the end of the 1987-88 school year, the first year of CAI network implementation in the public schools of Hawaii. Data for the study were collected via: site visitations to 12 of the 19 networked CAI schools; interviews; and two survey questionnaires, one pertaining to implementation and the other to end user perceptions. Each of the 19 CAI networked laboratories identified was analyzed in terms of its merits and shortcomings, its purpose and scope, and its quality in content and delivery. Responses to the questionnaires indicated that the target population included children from kindergarten through grade 12 in both regular and special programs, and that CAI lessons were often used for normal developmental and enrichment purposes as well as remediation. Furthermore, CAI network systems were viewed by teachers as being a viable, effective tool when used as a supplement to traditional

(1) a longtitudinal approach to study student growth and development; (2) observations of students' behavior while writing with the computer to study their thinking processes; (3) daily interviews with students to explore the nature of their thinking while writing; and (4) lengthy generalized interviews to determine students' use of the computer in the home and school environment. ACOT students in the ninth and tenth grades were found to be both confident and positive about their computer experiences. Students found the computerized learning to be more challenging, with Hypercard, computer-based robotics, and computer graphics affording a more dynamic learning experience. The graphic feature available with the Macintosh appeared to be a vital feature of the students' writing and the nature of engaged thinking strategies. Students also demonstrated an expanding repertoire of planning and revision behavior, and several students commented that using computer-generated text allowed them to make more revisions and check for coherence. Finally, ACOT students who had returned to regular classroom environments had maintained the computer-based skills they had acquired, although they were disappointed at the lack of computer opportunities in the regular classroom environment. The text is supplemented by two diagrams and numerous charts. (EW)

ED 315 062 IR 014 279

Beattie, Elena D.; Preston, Nancy R.
Selecting Microcomputer Courseware. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-9
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; *Evaluation Criteria; Instructional Design

EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; Interlibrary Loans; Library Circulation; Library Expenditures; *Library Materials; Library Networks; Library Personnel; *Library Services; *Library Statistics; *Public Libraries; *Special Libraries
IDENTIFIERS- *California

The information reported in this document characterizes libraries in California through statistical tables, profiling each library within its appropriate library type (i.e., public, academic, special, state agency, and county law). The data were gathered through the annual report forms for fiscal year 1987-1988 that were returned by 895 libraries of an estimated total of 1,200 California libraries, excluding school libraries. Presented in the statistical tables are data on activities (e.g., interlibrary loans borrowed and lent, circulation, and total volumes); income; expenditures; staffing; and collections. These data are organized by library type and area population. Also provided is a state summary of library statistics for the fiscal year 1987-1988, plus the two preceding years. The data reported include total operating expenditures, salaries, library materials, full-time staff equivalents, total volumes, circulation, interlibrary loan (ILL) borrowing, ILL lending, and total number of reference questions answered during the year. A list of the libraries represented concludes the report. (SD)

ED 315 077 IR 053 051

Wendling, Dan
Database Searching for the Service Journalist: Some Theories and Mechanics. An Introduction.
Missouri Univ., Columbia. Library.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Libraries; *Bibliographic Databases; Bibliographic Utilities; Higher Education; Information Sources; *Journalism Education; Library Skills; *Online Searching; *Optical

respondent's situation, and to elicit their perceptions of the effect of online searching on: (1) their image; (2) their role as teacher or as intermediary; (3) their interaction with patrons and end users; (4) their careers; and (5) their own personal attitudes toward online searching and its impact on their professional status. It was concluded that, although automation has made many tasks more routine, its effects have been an enhancement. In most situations where searches were being negotiated, librarians felt that they gave patrons more individualized attention. Furthermore, librarians generally felt that the addition of a computer had a professionalizing effect on librarianship. Copies of the interview questions and privacy statement are appended. (29 references) (SD)

ED 315 091 IR 053 066

Mitchell, Michael L.
State Depository Programs: The Acquisition and Distribution of Publications.
PUB DATE- 89
NOTE- 24p.; Master's Thesis, University of Hawaii.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Depository Libraries; Efficiency; *Government Publications; Government Role; *Information Dissemination; *Library Material Selection; Library Surveys; *Program Effectiveness; *State Government; State Libraries; State Programs

Data for this study of the role and effectiveness of state depository libraries in assuring the acquisition and distribution of state publications were collected via a two-page questionnaire containing 10 open- and closed-ended questions. This questionnaire was sent to the state documents authorities in each of the 50 states in March 1989, and responses were received from 41 of the depository programs for a return rate of 82%. Only 14 states, or 34% of the respondents, indicated the presence of selective depositories. Nearly 76% of the states indicated that at least one out-of-state library served as a repository for their respective publications. Respondents in 67% of the states estimated that between 21% and 50% of state-generated materials were improperly deposited by the issuing agencies, and only 24% reported that they had a document tracking system. Eleven states reported having a

Diagnosis; Grade Point Average; Longitudinal Studies; Program Effectiveness; School Orientation; Student Attrition; *Student Characteristics; Student Participation; *Student Personnel Services; Two Year Colleges; Two Year College Students

In fall 1986, Mt. San Antonio College (MSAC) began a five year longitudinal study of the effectiveness of its matriculation services, which include assessment, orientation, counseling/advisement, and follow-up of students by staff members. The study utilized a computerized tracking system to compare retention, grade point average (GPA), persistence from semester to semester, and degrees and certificates earned among matriculated and non-matriculated students. The study also compared students participating in matriculation services with degree-seeking students who did not participate. The study sample included students who entered MSAC in fall 1986 (N=7,443), spring 1987 (N=4,623), fall 1987 (N=9,295), spring 1988 (N=6,008), fall 1988 (N=4,245), and spring 1989 (N=2,285). Findings related to the fall 1986 cohort after six semester of attendance at MSAC included the following: (1) 3,288 students participated in assessment, orientation, counseling/advisement, and/or follow-up activities, while 1,202 were subject to matriculation but did not participate; (2) the number of units completed and persistence rates from semester to semester were significantly higher for matriculated students than non-matriculated students; (3) with the exception of the first semester, non-matriculated students earned higher GPA's than matriculated students; and (4) as of October 29, 1989, 271 members of the fall 1986 cohort had earned a degree or certificate. The report presents graphs and tables for all entering cohorts. (WJT)

ED 315 104 JC 900 080

Szutz, Joseph J.; Pounds, Haskin R.
A Report on Student Retention and Graduation in the University System of Georgia.
PUB DATE- Oct 89
NOTE- 57p.; Paper presented at the Joint Conference of the Southern Association for Institutional Research and the Society for College and University Planning (Durham, NC, October 18-20, 1989). Numerous reduced-size statistical tables in poor dot matrix type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..."

of the "community to be served" by community colleges. Articles in the summer 1989 issue focus on board member ethics, substance abuse prevention, campus safety, community college legislation, the impact of faculty retirement, and the value of diversity in leadership. The fall 1989 issue covers students and community service, the retention of excellent presidents, quality in teaching, programs for prison inmates, the role of the community college in 21st century education efforts, and a response to America's growing demographic divisions. The winter 1990 issue presents articles on standing committees, the board's role in planning and institutional effectiveness, innovative fund raising, campus trends in 1989, a plan to increase the number of minority faculty in Illinois community colleges, a core curriculum for college students, and a description of the teacher as a leader. (JMC)

ED 315 117 JC 900 101

Phillips, Roy G.
A New Frontier in Education: A Concept Paper.
Miami-Dade Community Coll., FL. Homestead Campus.
PUB DATE- Apr 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Campus Planning; College Curriculum; *College Planning; Community Colleges; *Curriculum Development; Economically Disadvantaged; Educationally Disadvantaged; Program Development; *School Community Relationship; Two Year Colleges

This concept paper on plans for a new campus of Miami-Dade Community College in the city of Homestead's downtown redevelopment area discusses the history of the Homestead community, its planned economic growth, the community's educational needs, planning assumptions, and curriculum plans. Introductory material explains that the new campus has potential for contributing to the revival of the downtown community; creating equal access and opportunity for people who may not otherwise aspire to higher education; and integrating a unique campus design into the overall redevelopment of the downtown area. Homestead has a 60% non-Hispanic White, 20.6% African-American, and 19% Hispanic population; 35.96% of the city's residents aged 25 years or older graduated from high school; and the 1980 average median household income was $14,797. An integral part of the campus's service area, the Homestead Air Force Base, computer technology and training, as well as an array of training and technical support services for community college faculty. This report presents a brief history of the centers and reviews two outcomes studies that examined the characteristics of students served by the program and the satisfaction of community college faculty who received training through the HTCD program. In addition, the report contains a discussion of current and future services and programs. The first section discusses the development and rapid growth of the HTCDs, which were established at 51 community colleges throughout the state in 1986 and currently serve more than 5,000 students. The second section reviews study findings related to students' age, ethnicity, disability type, educational goals, gender, grade level first introduced to computers, and ease of computer use before and after HTCD training; and satisfaction of faculty with the program. The study findings indicated that more than 60% of the students were receiving their first exposure to computers; students across all ethnic, gender, and disability groups were making substantial gains in the ease and confidence with which they use microcomputers; and faculty reported dramatic gains in their confidence and ability to teach the disabled. The third section of the report discusses HTCD training for faculty, which includes inservice training, telephone support, site visits, regional meetings, and training books, guides, and manuals. The final section looks at issues the HTCD will face in the future including a transition of funding for campus-based HTCD faculty from the initial grant to local funding and a new, permanent location for the HTCD training center. Charts and graphs are appended. (WJT)

ED 315 130 JC 900 118

Strategic Master Plan: 1989-1994. Hagerstown Junior College.
Hagerstown Junior Coll., Md.
PUB DATE- Dec 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; *College Planning; Community Colleges; Economic Development; Educational Counseling; Educational Finance; Job Placement; *Long Range Planning; *Master Plans; Mission Statements; *Organizational Objectives; Program Development; Student Financial Aid; Student Recruitment; Teacher

ED 315 142 PS 018 133

Nash, Alison
The Role of Adults in Infant-Peer Interactions.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Infant Behavior; *Interpersonal Relationship; *Mothers; *Parent Influence; *Peer Relationship
IDENTIFIERS- *Encouragement

Adult influences on infant peer interaction were examined to determine whether infants would be more likely to sustain interaction with one another when their mothers were encouraging them to do so than they would when their mothers were busy with something else. A total of 36 infants, 14 months of age, were videotaped during 30-minute play sessions consisting of two previously unacquainted infants and their mothers. Observations were made under two conditions: when the mother was encouraging infant interaction and when she was busy filling out a questionnaire. Infants remained in proximity to their peer partners, interacted more frequently, spent more time interacting, and had longer interactions with one another when the adults were busy, than was the case in the condition of encouragement. Thus, on the whole, infants were better able to sustain interactions when adults ignored them than when they attempted to assist them. Most adult attempts to elicit peer interaction failed. Infants may be more "expert" than adults in interacting with other individuals who do not yet use language or other culturally appropriate means of interacting. Adults, however, may facilitate or inhibit infant peer interaction, depending on the strategy they use. It is concluded that assisting in toy placement and manipulation may be more helpful than giving advice or verbal instruction. (Author/RH)

Davies, W. Hobart; And Others

Parental Psychopathology and Child-Rearing Practices in Young Alcoholic Families.

SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

PUB DATE- Jun 89

NOTE- 31p.; Paper presented at the Meetings of the Research Society on Alcoholism (Beaver Creek, CO, June 10-16, 1989). For related documents, see PS 018 496-498.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affective Behavior; *Alcohol Abuse; *Antisocial Behavior; *Child Rearing; *Depression (Psychology); Intelligence; Males; Parent Child Relationship; *Parent Influence; Sex Differences; Socioeconomic Status; *Young Children

The relationship of parent alcohol involvement, depression, and antisocial behavior to self-reported parenting practices in a sample of 79 intact alcoholic families with male children of 3-6 years of age was studied. Child rearing practices were measured with the Block Child Rearing Practices Report. Psychopathology was measured with the Quantity-Frequency-Variability Index, the Lifetime Alcohol Problems Score, the Antisocial Behavior Inventory, the Beck Depression Inventory, and the Hamilton Rating Scale for Depression. Data indicated that families of higher social prestige and parent intelligence were associated with reports of parents being more affectively positive toward the child, more child-centered, more encouraging of autonomy, and more in agreement about parenting. Parents' self-reported depression was negatively associated with positive affective parenting and interparent agreement on child rearing. Fathers' history of depression was positively related to child-centered parenting. Mothers' involvement in antisocial behavior was associated with negative affective parenting and encouragement of competitive achievement. Results provide evidence that the spectrum of life circumstances of these parents is associated with a lack of opportunity and achievement, lower intelligence, and increased levels of depressed mood. (RH)

ED 315 156 PS 018 518

Competence; Mothers; Parent Child Relationship; *Parent Influence; *Self Concept; Sex Differences; *Student Behavior
IDENTIFIERS- *Parent Overprotection

Relationships between parental overprotection and fifth-graders' self-concept and level of social and school functioning were examined by means of systematic observations of parent-child interactions in the home, parent and child self-reports, teacher and peer ratings, grades, and achievement scores. Subjects were 43 middle-to-upper-middle income Caucasian families in a Vermont suburb. A total of 35 of the families had 2 adults in the home; 8 had 1 adult at home. Findings indicated that parental overprotection was significantly related to defensive and provoking behaviors in children, and to low self-concept and school functioning. Parental overprotective behaviors were negatively related to children's academic achievement. Results for the effects of parental overprotection on children's social functioning appeared to be mixed, depending on the source of information. Mothers displayed significantly more overprotective behaviors than fathers. No differences in level of overprotective behavior with respect to the sex of children were found. It is concluded that parental overprotection appears to be a meaningful predictor of children's self-concept and social and school functioning. (RH)

ED 315 171 PS 018 562

Intergenerational Educational Partnerships: A Lifetime of Talent To Share. Hearing Before the Special Committee on Aging. United States Senate, One Hundred First Congress, First Session (Boca Raton, FL).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-101-283
PUB DATE- 24 Apr 89
NOTE- 58p.; Serial No. 101-3.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Federal Government; *Federal Legislation; *Government Role; Hearings; *Intergenerational Programs; *School Aides; State Government; *State Programs; *Volunteers
IDENTIFIERS- Congress 101st; *Florida

A senate hearing on the role of older volunteers in the schools was held at the Spanish River High School in Boca Raton, Florida. At

ED 315 185 PS 018 581

Slot, N. Wim; Jagers, Hans D.
Kursushuis: The Achievement Place Model in the Netherlands. Draft.
Vrije Univ., Amsterdam (Netherlands). Paedologisch Inst.
PUB DATE- 30 Jan 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Antisocial Behavior; Community Involvement; Comparative Analysis; *Delinquent Rehabilitation; Developmental Programs; Federal Programs; Foreign Countries; *Home Programs; *Institutionalized Persons; *Interpersonal Competence; Interpersonal Relationship; *Program Effectiveness; Program Evaluation; *Residential Care
IDENTIFIERS- Achievement Place; *Netherlands; Program Characteristics

Since 1981, five Kursushuis ("course house") programs for delinquent youth have been established in the Netherlands. Although similar in many ways to Achievement Place (AP) programs, Kursushuis programs differ from AP programs in that they place fewer children in a course house and use a social competence model that allows task-specific definition of skills and linkage to developmental tasks. In a study of Kursushuis outcomes, pre- and post-treatment data on 58 male Kursushuis graduates and 57 youths at a state correctional institute were compared. Average pre-treatment age was 16.6 years. Youth Evaluation List (YEL) scores were obtained during admission and 6 months after graduation. The YEL focuses on three factors in antisocial behavior and social competence: problems; abilities for relationships outside the family; and abilities for community participation. At the follow-up, former Kursushuis youth showed less delinquency and significant improvement in many aspects of social competence in comparison to the pre-treatment period. Treatment trajectories for the two types of programs differed considerably. The average stay of course house youth was less than half that of institutionalized youth. Kursushuis graduates were more able to live independently than youth in the state institute. Treatment of Kursushuis youth cost much less. It is concluded that findings enhance the reputation of the AP model in the Netherlands. (RH)

REPORT NO.- ISBN-0-934460-28-0
PUB DATE- 87
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; *Community Involvement; *Educational Improvement; Elementary Secondary Education; *Family Environment; Family School Relationship; *Parent Child Relationship; *Parent Participation; Research Needs; School Community Relationship; Student Improvement

This annotated bibliography cites 49 studies of effects of parent involvement on children's academic achievement and the performance of schools. The research tends to treat three broad approaches to parent involvement, namely those that attempt to: (1) improve the parent-child relationship in the context of the family; (2) integrate parents into school programs; and (3) build a strong relationship between school, family, and the larger community. In regard to the first approach, it is noted that the bulk of the research finds that a positive learning environment at home has a powerful impact on student achievement. The second approach is illustrated by Rhoda Becher's extensive review of parent education literature, which finds numerous studies documenting effects of school-based programs that train low-income parents to work with their children. Effects include significantly improved language skills, test performance, and school behavior, as well as important effects on the general educational process. The third approach is illustrated by studies of community involvement which suggest that the degree of parent and community interest in high quality education is the critical factor in the impact of the school environment on the achievement and educational aspirations of students. Directions for future research are indicated. (RH)

RC

ED 315 200 RC 017 244

Health in Appalachia. Proceedings form the 1988 Conference on

ED 315 212 RC 017 268

Bull, Kay Sather; Garrett, Marta
Dimensions of Being "At-Risk": Children and Youth in Rural Environments.
PUB DATE- Mar 89
NOTE- 29p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; *At Risk Persons; *Child Abuse; Child Neglect; *Children; Child Welfare; Divorce; Emotional Problems; *Family Problems; *Learning Disabilities; Rural Areas; Sexual Abuse; Substance Abuse

This bibliography of 185 books, journal articles, government and private agency reports, literature reviews, and conference papers was prepared for the "At-Risk" Task Force of the American Council on Rural Special Education. The general problem is one of children and youth who are placed, by the actions of self or others, in situations where they are likely to be physically, psychologically, or emotionally damaged or where they will not thrive. The purpose of the task force was to study this problem and to make policy recommendations related to dealing with aspects of the problem in rural areas. The bibliography is presented in outline form, the major sections being: (1) at-risk (general and rural references); (2) commission (psychological maltreatment, child abuse, induced academic failure, extreme pressure for conformity, learned helplessness, discrimination, migratory existence, and victims of crimes); (3) omission (child neglect, lack of parental or cultural support for education, lack of appropriate education, and nutritional deficiencies); (4) developing conditions (changes in domestic environment, diseases, psychological problems, and socially withdrawn); (5) induced problems (adolescent sexuality and pregnancy, substance abuse, eating disorders, delinquency, gambling, self-destructive behavior, stress, and aggression); and (6) preexisting conditions (family or minority group conditions, prenatal maternal actions, learning disabilities, congenital defects, birth trauma, and educationally disadvantaged). (SV) and the majority of unserved and underserved handicapped students are located in rural areas. This paper describes the Rural Transition Program Specialist project, a college program to train rural professionals in the planning, design, implementation and evaluation of career and educational services for handicapped students. Preservice preparation programs traditionally supply employment skills training, but this must be supplemented with daily living and survival skills. Teacher preparation for working with disabled students' transition must reflect the diverse nature of career/vocational and transitional programming, including education in special education, vocational-technical education, vocational rehabilitation, guidance, developing long range plans, implementing community-based instruction, and developing linkages when students exit school. The program trains school-based personnel as well as individuals from vocational rehabilitation and adult service agencies, thus increasing the possibility of interagency communication. Part of the training program is professional internships. Staff development programs, parent training and resource manuals, transportation access models, and self-advocacy curriculum designs are examples of internship activities. Evaluations of the program by program graduates and employers of trained students were overwhelming positive. Appendices outline the four-course sequence and competencies acquired in the program. (DHP)

ED 315 227 RC 017 283

Coose, Lee
HIV/AIDS Students in the Public Schools: Policy Development and Program Implementation.
PUB DATE- Mar 89
NOTE- 10p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See Rc 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Advisory Committees; Board of Education Policy; Boards of Education; *Community Attitudes; Community Support; Elementary Secondary Education; *Health Education; Mainstreaming; Physical Health;

Programs; *Educational Cooperation; *Education Service Centers; Elementary Secondary Education; *Faculty Development; Higher Education; Postsecondary Education; Program Design; Rural Education; *Shared Resources and Services; *Teacher Centers
IDENTIFIERS- Minnesota

Bemidji State University and 24 schools in northwestern Minnesota have established a demonstration teacher center. Major goals of the center include: (1) improving the quality of the teaching and learning process; (2) assessing staff development needs and plans; (3) facilitating application of the latest educational research; (4) assisting curriculum development and revision; (5) encouraging the sharing of resources, ideas, and services; (6) promoting communication among educators, school boards, and communities; (7) enhancing professional development and morale; and (8) providing inservice teacher education. The decision-making body for the teacher center is a 40-member policy board comprised mostly of teachers with representatives from administration, school boards, local businesses, parents, and postsecondary institutions. The policy board established the following standing committees: (1) needs assessment; (2) mentorship program (has trained 26 mentors for new and probationary teachers); (3) curriculum development research committee (to develop a resource library of curriculums in northern Minnesota and coordinate sharing of curriculum across member school districts); (4) inservice education and staff development committee; (5) public relations committee; (6) resource center (to pool physical resources in the area); (7) teacher exchange committee; and (8) school climate committee (to provide school climate assessment tools and promote effective staff communication and problem-solving). Currently, the teacher center is offering a variety of workshops and funding teacher mini-grants. (SV)

ED 315 240 RC 017 296

Halcrow, John H.
Rural Teacher Education for the 21st Century: A Minnesota Outreach Model.
PUB DATE- Mar 89
NOTE- 8p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

ED 315 253 RC 017 368

Marin, Christine
La Asociacion Hispano-Americana de Madres y Esposas: Tucson's Mexican American Women in World War II.
PUB DATE- 85
NOTE- 15p.; In: La Mexicana-Chicana, Renato Rosaldo Lecture Series 1983-84. Tucson AZ, Mexican American Studies and Research Center, University of Arizona, 1985. v1, p5-18. For related document, see RC 017 367.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Action; *Community Organizations; Community Support; *Females; Local History; *Mexican American History; Mexican Americans; *Patriotism; Social History; Social Organizations; World War Ii
IDENTIFIERS- *Arizona (Tucson); *Chicanas; Chicano Studies

The contributions made during World War II by Mexican-American women on the home front have not been recognized in their proper historical perspective. Like their Anglo counterparts, these women took up the responsibilities left by their men and worked to support the war effort. In 1944 the Mexican-American women of Tucson formed La Asociacion Hispano-Americana de Madres y Esposas. Its functions were similar to those of other patriotic community organizations during this period, but the Asociacion had two unique goals: to lift the morale of Tucson's Chicano soldiers away from home and to build a recreation center for the exclusive use of the Mexican-American soldier. The organization published and distributed the "Chatter," a newspaper carrying notices of events in the Mexican-American community and news about Chicano soldiers. The newspaper was sent to soldiers to keep them in touch with home. Proceeds from local sales of "Chatter" were intended for the construction of the recreation center. In 16 months Asociacion members sold over one million dollars worth of war bonds and war stamps. Members also collected clothing for the Red Cross, gathered scrap metal and foil, planted victory gardens, and provided child care services for mothers performing war-related services. Although land was purchased, the recreation center was never built. With the end of the war, membership and interest declined sharply. Nevertheless, the Asociacion continued to perform community service until it disbanded in 1976. This paper contains 31 footnotes. (SV)

Bibliography. Students' Alternative Frameworks and Science Education. 2nd Edition.

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.

PUB DATE- 88

NOTE- 227p.; Reduced-size, filled-in type throughout.

LANGUAGE- English; German

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Biology; Chemistry; *Cognitive Structures; *Concept Formation; Elementary School Science; *Misconceptions; *Physics; Reference Materials; Science Instruction; *Secondary School Science

IDENTIFIERS- *Science Education Research

Considerable attention has been focused on research on students' conceptions of science. This bibliography is intended to be a comprehensive picture of what has been done concerning this topic. It contains about 1,500 references. The bibliography is divided into two parts. The first part includes articles before 1987. The references are organized into several sections: (1) general considerations; (2) everyday notions and scientific notions; (3) the development of notions; (4) language; (5) methods of investigation; (6) investigations of specific notions in physics, chemistry and biology; (7) research which took these notions into account; (8) investigations of teachers' notions; and (9) notions and teacher training. Of the subject areas, physics is best represented. This document is presented in German and English. (CW)

ED 315 267 SE 051 136

Sworder, Steven C.

Mathematician of the Day. A Birthday Party or Moment of Silence.

PUB DATE- 89

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *College Mathematics; Community Colleges; Higher Education; Mathematical Enrichment; Mathematical Vocabulary; *Mathematicians; *Mathematics Materials; Secondary Education; *Secondary School Mathematics

The dates of birth and dealth of famous mathematicians and their major contributions to mathematics are described. Over 120

ED 315 282 SE 051 152

Miller, Lenore; And Others
The Choice Is Ours: A Play about the Environment.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Drama; *Dramatic Play; Elementary Education; *Elementary School Science; *Environmental Education; *Intermediate Grades; Middle Schools; Pollution; Science Activities; *Skits

In this play, aliens from a distant galaxy visit an Earth site in three time periods, observing people as they deal with the environment. The aliens bring their wisdom and vision of the future to show children of the present what to do to avoid a grim fate. The lessons are suitable for grades 3-6, and include from 18-32 speaking parts plus cues for sound, music, and lighting effects. Suggestions for props, sound, lighting effects, and costumes are included with the dialogue. (CW)

ED 315 283 SE 051 163

Vetter, Betty M.
Replacing Science and Engineering Faculty in the 1990s. Occasional paper 89-4.
Commission on Professionals in Science and Technology, Washington, DC.
PUB DATE- Dec 89
NOTE- 31p.; Adapted from Presentations at the Conference on Undergraduate Research at Carleton College (Northfield, MN) and the Task Force of Engineering Deans, American Society for Engineering Education (Washington, DC.. Black type on red paper (3 pages) illegible.
AVAILABLE FROM- Commission on Professionals in Science and Technology, 1500 Massachusetts Ave. N.W., Suite 831, Washington, DC 20005 (subscription series, calendary year $55.00 non-member, $40.00 member; single paper $20.00 non-member, $15.00 member).

Science; *Special Education Teachers
IDENTIFIERS- *Texas

This report evaluates a project for secondary school education teachers in northeastern Texas. The objectives of the project were to: (1) train the secondary and middle school teachers of special education to use the Science Activities for the Visually Impaired/Science Enrichment for Learners with Physical Handicaps (SAVI/SELPH) curriculum; (2) provide those teachers with activities and lessons to implement the required science essential elements; (3) enable the special education teachers to meet the 40 percent laboratory requirement in science for grades 7-12; (4) provide safe and appropriate material and activities for science instruction; and (5) determine the effectiveness of the SAVI/SELPH program in meeting the needs of special education teachers and students in science instruction. After approximately seven days of training related to the science curriculum project, participants were tested for changes in attitude, knowledge and confidence. The 11 special co-op directors were also surveyed to evaluate the project. Evaluation materials and test scores are presented in the appendices. (Author/YP)

ED 315 299 SE 051 180

Arenson, Michael
Case Studies in Science Education and the Life Lab Science Program.
PUB DATE- 89
NOTE- 149p.
AVAILABLE FROM- SunScope Resources, Box 3242, Santa Cruz, CA 95063-3243 ($15.00 each, quantity price $12.00 each).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Biological Sciences; *Case Studies; Elementary Education; *Elementary School Science; Qualitative Research; Science Activities; Science Education; *Science Laboratories; *Science Programs; *Validated Programs
IDENTIFIERS- *Gardening; *Life Lab Science Program; National Diffusion Network

The United States Department of Education's National Diffusion Network (NDN) has selected a number of science education programs to make available to schools across the country. The Life Lab Science Program (LLSP) is one such program. LLSP is a garden-based

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Electricity; *Force; Foreign Countries; *Grade 12; High Schools; *Physics; *Science Tests; Scientific Concepts; *Secondary School Science; Test Items; Test Manuals
IDENTIFIERS- *Alberta

This document outlines the use of machine-scorable open-ended questions for the evaluation of Physics 30 in Alberta. Contents include: (1) an introduction to the questions; (2) sample instruction sheet; (3) fifteen sample items; (4) item information including the key, difficulty, and source of each item; (5) solutions to items having multiple answers; (6) an answer sheet with solutions; and (7) a blank answer sheet. (YP)

ED 315 316 SE 051 211

French, Hilary F.
Clearing the Air: A Global Agenda. Worldwatch Paper 94.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-95-X
PUB DATE- Jan 90
NOTE- 59p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Air Pollution; *Conservation (Environment); *Environmental Education; *Environmental Standards; *Global Approach; Hazardous Materials; Motor Vehicles; Public Health; *Science and Society

The environmental impact of air pollution on the earth can be described as grave. Air pollution, particularly acid rain, is devastating forests, crops, and lakes over wide areas of North America and Europe. In many cities, ancient buildings have eroded more in recent decades than they had over the previous thousand years. Indications are that Third World countries are starting to experience damage as well. This document discusses the state of the earth in relation to the air pollution problem. Specifically discussed are: (1) "The Global Threat;" (2) "The Environmental Toll;" (3) "Reducing Emissions;" (4) "A Political Progress Report;"

detailed statistical tables and 3 appendices. An 11-item bibliography is also included. (JB)

ED 315 331 SO 020 431

Nagel, Stuart S.
Projecting Trends in Public Policy.
PUB DATE- Aug 89
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; Conservatism; Government Role; Liberalism; *Policy Formation; Private Agencies; Public Agencies; *Public Policy; *Trend Analysis

Looking back over the past 40 years, one can observe at least seven trends in public policy substance and in the study of public policy: (1) There is a trend toward higher goals for society in economic, social, political, and science policy. (2) Major changes in almost all fields of public policy have resulted in increased benefits for the less privileged groups. (3) There is a trend toward the use of positive incentives like subsidies, tax breaks, and low-interest loans for encouraging socially desired behavior. (4) There is a trend toward more policy-making on the part of the national government relative to the states and cities and on the part of the executive branch relative to the legislative and judicial. (5) There is a trend toward a more pragmatic, mixed approach in dividing responsibility between the public and private sectors for public functions. (6) There is a trend toward evaluation methods which emphasize multi-criteria decision-making and spreadsheet analysis. (7) There has been a substantial growth and now a plateauing out at a high level of activity with regard to policy evaluation training programs, research centers, funding sources, scholarly associations, and other policy evaluation institutions. Examples are given of super-optimum solutions regarding economic, social, technological, political, and legal policy problems, i.e., solutions that do better than either the liberal or conservative alternatives. Nine tables chart these and related trends. (Author/JB)

requires a clear set of priorities and congruence between stated and real goals, and it also requires a consensus on the nature of U.S. interests in Central America and how they can be protected and advanced. Defining points of intersection between U.S. goals and interests and those of the Central American countries is also necessary. The group was able to agree on a framework for a workable policy, though not on specific recommendations. The main points of consensus were: (1) The United States must look to revitalize the regional diplomatic option as part of its political agenda. (2) The Central America issue demands immediate attention and should be a top priority. The United States must recognize that it has a stake in the positive resolution of the Central American crisis. (3) Policy must be formed from a bipartisan consensus and must not be implemented without backing from the American people. Whatever policy is agreed upon will work if it is consistent and includes realistic means to achieve realistic ends. A list of conference participants and the conference-opening speech are included. (Author/JB)

ED 315 346 SO 020 516

Kobus, Doni Kwolek; Rojas, Mary Hill
From Mustard Seed to Harvest: Social Studies Education and Teaching about Women in the Global Community. A Report of a Wingspread Conference (Racine, Wisconsin, August 1988).
Stanley Foundation, Muscatine, Iowa.
SPONS. AGENCY- Association for Women in Development, Washington, DC.; Robert Wood Johnson Foundation, New Brunswick, N.J.; Women Associated for Global Education, Los Angeles, CA.
PUB DATE- Dec 88
NOTE- 32p.
AVAILABLE FROM- Stanley Foundation, 420 East Third Street, Muscatine, IA 52761 ($1.00 ea., $5.00 for 10).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; Curriculum Evaluation; *Developing Nations; Elementary Secondary Education; Females; *Global Approach; Hidden Curriculum; Racial Bias; *Sex Fairness; *Social Studies; *Womens Studies

Focusing upon the need for gender-balance in global education and the need to develop strategies that affect teaching materials,

ED 314 965 HE 022 871

Lee, Jeong W.
Comparative Analysis of TIAA/CREF and North Dakota Public Employee Retirement System Pension Fund. North Dakota Economic Studies Number 55.
North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.

PUB DATE- May 89
NOTE- 31p.
AVAILABLE FROM- Bureau of Business and Economic Reseach, College of Business and Public Administration, University of North Dakota, P.O. Box 8255, Grand Forks, ND 58202 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Compensation (Remuneration); *Government Employees; Higher Education; Income; *Investment; Personnel Policy; *Retirement Benefits; State Government; *Teacher Retirement
IDENTIFIERS- *North Dakota; North Dakota Public Employee Retirement System

Quantitative financial measures were applied to evaluate the performance of the North Dakota Public Employee Retirement System (NDPERS) pension fund portfolios and the Teachers Insurance and Annuity Association (TIAA)/College Retirement Equities Fund (CREF) portfolios, thus providing a relative performance assessment. Ten years of data were collected for each retirement system, and these data were broken down into fixed income and equity components so that similar categories of investments could be compared. Results revealed that the North Dakota pension fund was not achieving an adequate risk-adjusted rate of return, and it was concluded that the relatively small size and conservative nature of the North Dakota pension fund limited its investment opportunities. Specific recommendations for performance improvement include: NDPERS should consider a switch to a defined contribution system; the state should investigate the 401K tax-deferred savings plan authorized by the Internal Revenue Act of 1978; the state should consider using a computer modeling technique to adjust the equity-fixed income asset allocation; and fund managers should contact the state's Congressional delegation to express concern over the issue of taxation of pension funds. Contains 19 references. (Author/SM)

Forest Resources and Conservation; College of Health Related Professions; College of Journalism and Communications; College of Law--Taxation; College of Liberal Arts and Sciences; College of Medicine; College of Nursing; College of Pharmacy; data for men only by college; data for women only; data for U.S. Blacks only; other U.S. minorities; foreign students; and comparison of grade point average, graduate record examination scores, and percentage of applicant denials by college from 1983 through 1988. An appendix discusses the reliability and distribution of the Graduate Record Examination scores. (DB)

ED 314 979 HE 023 138

Earl, Archie W.
Evolution under Reorganization: A Study of the Relationships between the Director of University Services and Auxiliary Enterprises and the Departments under His Supervision after Reorganization.
PUB DATE- 83
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; *Administrator Role; College Administration; Higher Education; Leadership; *Organizational Development; School Organization; *Student Personnel Services
IDENTIFIERS- *College of William and Mary VA

The study examined change in the role of Director of University Services and Auxiliary Enterprises (USAE) at the College of William and Mary (Virginia) as a result of reorganization of the Business Affairs Office. A review of the literature on organizational development and higher education leadership was conducted. A questionnaire was then designed and the nine members of the administrative staff of the USAE component of the Business Affairs Office were interviewed concerning attitudes toward the role of the Director, the place of USAE at the college, and related areas. Hypotheses to determine whether the change had reached completion were formulated which compared responses of old and new components of the USAE offices and of components directly and indirectly under USAE. Findings indicated that the change in the USAE segment of the Business Affairs Office had reached completion at the time of the study. This state of completion may have been due, in part, to the fact that many of the relationships the Director of USAE had with its components probably existed, informally, before the

Field of Study; Program Guides; Student Costs; Student Financial Aid
IDENTIFIERS- *Florida State University

A curriculum guide to the graduate program of higher education at Florida State University, Tallahassee is presented. Established in 1957, the higher education program has been ranked among the top 10 of 83 in the United States during the past 10 years. Each student's program of studies is designed with course options and other learning experiences so that each participant may realize current educational needs and achieve desired professional goals. Coursework is designed to provide a knowledge base and theoretical framework relevant to higher education. Five sections provide information on the following areas: admissions procedures and requirements; fees and financial aid; degree programs (Master's degree, Education Specialist degree, Doctor of Education degree, Doctor of Philosophy degree, and Certificate programs); affiliated centers (Institute for Studies in Higher Education, Institute for Departmental Leadership, State and Regional Higher Education Center and Center for Studies of Women in Administration); and a listing of faculty within the program. Tables are included. (SM)

ED 314 993 HE 023 159

Financial Report of Ontario Universities 1988-89. Volume I--Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-88799-245-5
PUB DATE- Dec 89
NOTE- 291p.; The three volumes in this set are HE 023 159-161. For related information, see HE 023 162. Tables contain small type.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Building Operation; Educational Economics; *Educational Finance; Endowment Funds; Expenditures; Financial Policy; Financial Support; Foreign Countries; *Grants; Higher Education; Income; Instructional Student Costs; Operating Expenses; Resource Allocation; Salaries; School Funds; *State Aid; Wages
IDENTIFIERS- *Ontario

The first volume of a report by the Council of Ontario Universities

Education; *Low Income; Postsecondary Education; *Student Financial Aid; Undergraduate Study
IDENTIFIERS- *Supplemental Educational Opportunity Grants

The Supplemental Educational Opportunity Grant (SEOG) program provides financial assistance to low-income undergraduate students attending postsecondary education institutions and is authorized by Title IV of the Higher Education Act. The program is administered on the campus of each participating postsecondary education institution which uses SEOG funds to award grants to eligible students. The educational institutions fund a portion of SEOG awards with their own resources, and use a standardized needs test, called the Congressional Methodology (CM), to determine student eligibility and amount of award. During the academic year 1989-1990, approximately 632,000 students received SEOGs. The average award was approximately $700 with awards ranging from $100 to $4,000. Since Fiscal Year 1980, Federal appropriations for the SEOG program have increased by 25.7% in current dollars but decreased by approximately 18% when adjusted for inflation. The average award in constant dollar value, and the number of students receiving awards, have also decreased. During the 101st Congress, legislation involving the SEOG program has focused on the effects of the CM. An appendix provides a summary of the legislative history of the grant program. (DB)

ED 315 007 HE 023 173

Lyke, Bob
Education Savings Bonds: Eligibility for Tax Exclusion. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
SPONS. AGENCY- Congress of the U.S., Washington, D.C.
REPORT NO.- 89-570-EPW
PUB DATE- 16 Oct 89
NOTE- 24p.; Legend of foot of page 3 will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Eligibility; *Family Income; *Federal Legislation; Higher Education; *Student Costs; *Tax Deductions
IDENTIFIERS- *Education Savings Bonds

This report discusses eligibility for a new Federal income tax exclusion created by the Technical and Miscellaneous Revenue Act of 1988 for U.S. savings bonds used to pay qualified higher education rate, crime, and the changing economy. The final section presents six principles and related goals. The principles include making higher education accessible to all those who seek and qualify for admission and making support through adequate funding a critical issue. Some of the goals are to: develop a centralized statewide telecommunications system to provide access in regions throughout the state; maximize the use of local funds to include federal, corporate, and philanthropic funds; and develop and implement a uniform financial reporting system. Four appendices provide: a planning schedule; history and description of Texas higher education; Texas population figures; and the annual status report for fiscal year 1988. (SM)

ED 315 021 HE 023 187

Linstrum, Helen
Taking Your Show on the Road: A Guide for New Student Recruiters.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-274-8
PUB DATE- 90
NOTE- 50p.
AVAILABLE FROM- Council for Advancement and Support of Education, Suite 400, 11 Dupont Circle, Washington, DC 20036 (nonmember $21.00, member $17.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Admission; *College School Cooperation; Communication Skills; Higher Education; *Outreach Programs; Public Relations; Role Perception; *Student Recruitment; Travel; Volunteers

Intended for faculty, staff, and volunteers who represent an institution of higher education in student recruiting efforts, the handbook offers guidelines for counseling college-bound young people as well as practical suggestions for everyday problems encountered when "on the road." Individual chapters are as follows: "Your Role as an Outreach Representative"; "The Image--You Are Excellence U." (11 tips on how to make a favorable impression); "What is a College Fair (and What Am I Doing Here?)"; "Getting There is Half the Fun" (tips for arranging a school visit); "Buzz Words You Need to Know" (a brief glossary of about 25 relevant terms); "Tough Situations and How to Handle Them" (e.g., refer

AVAILABLE FROM- Association for Educational Communications and Technology, 1126 Sixteenth Street, N.W., Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgets; Check Lists; *Educational Media; Higher Education; *Learning Resources Centers; *Library Administration; Library Services; Material Development; *Media Specialists; Program Evaluation; Questionnaires; *Self Evaluation (Groups); Services; Staff Development; *Standards; Worksheets
IDENTIFIERS- Association for Educational Communications Tech

Because the types of support services provided by college and university learning resources programs change and evolve as the result of new and emerging technologies, so must the standards by which institutions measure the effectiveness of their support services. This edition builds upon standards described in the first edition and includes an extensive self-study evaluation checklist to assist staff of learning resources programs in determining if their programs are effective, how they can be improved, and how they compare against similar programs. New to this edition are discussions on the organizational and financial structure of the learning resources program and the professional development of the staff. New technologies that are playing an increasingly prominent role are also discussed. Standards for the institution, for management, and for learning resources programs are included in the first part of the book. Self-study resources are provided in the second part, including institution, management, and program standards checklists for evaluating learning resources programs; techniques and instruments for evaluating management and learning resources program directors; and suggested user evaluation techniques. Appendixes include a sample user questionnaire, an equipment depreciation schedule, and a list of contributors to the standards. (53 references) (GL)

ED 315 034 IR 014 136

Chandra, Peter
Adaptable Interactive CBL Design Tools for Education.
PUB DATE- Jul 88
NOTE- 11p.; Paper presented at the European Conference on Computers in Education (ECCE88) (Switzerland, July 24-29, 1988).
LANGUAGE- English

instruction. Crucial ingredients in establishing and operating a successful CAI networked learning environment were identified as: (1) planning, coordination, and resource management; (2) appropriate selection of target students; and (3) training and preparation of school staff in implementing CAI programs. Ten figures and 15 tables supplement the text, and the two questionnaires are appended. (14 references) (SD)

ED 315 048 IR 014 159

Children's Television. Hearing on H.R. 1677 before the Subcommittee on Telecommunications and Finance of the Committee on Energy and Commerce. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 6 Apr 89
NOTE- 213p.; Serial No. 101-32.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Childrens Television; *Federal Legislation; Hearings; *Programing (Broadcast); *Television Commercials
IDENTIFIERS- Congress 101st

A statement by the chairman of the subcommittee, Representative Edward J. Markey opened this hearing on H.R. 1677, the Children's Television Act of 1989, a bill which would require the Federal Communications Commission to reinstate restrictions on advertising during children's television, to enforce the obligation of broadcasters to meet the educational and informational needs of the child audience, and for other purposes. The text of the bill is then presented, followed by related literature, surveys, and the testimony of nine witnesses: (1) Daniel R. Anderson, Psychology Department, University of Massachusetts; (2) Helen L. Boehm, vice president, Children's Advertising Review Unit, Council of Better Business Bureaus, Inc.; (3) Honorable Terry L. Bruce, Representative in Congress from the State of Illinois; (4) William P. Castleman, vice president, ACT III Broadcasting, on behalf of the Association of Independent Television Stations; (5) Peggy Charren, president, Action for Children's Television; (6) DeWitt F. Helm, Jr., president, Association of National Advertisers, Inc.;

IDENTIFIERS- ERIC Digests

The number of educational software packages on today's market is growing steadily. A large percentage of them are found to be of poor quality in terms of instructional and/or technical design. Arguing that a microcomputer in the classroom is only as effective as the software used with it, the first part of this digest provides an overview of the basic steps in courseware selection and evaluation that are recommended in the educational literature: (1) evaluating needs and constraints; (2) identifying software titles and previewing copies; and (3) evaluating the software package. Criteria for evaluating the content, instructional qualities, and technical characteristics of courseware are included in the second part. Finally, a select resource guide lists organizations, journals, guidebooks, indexes, and databases from which useful information can be obtained. (7 references) (GL)

ED 315 063 IR 014 280

Roblyer, M. D.
The Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-10
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Creativity; Effect Size; Elementary Secondary Education; English (Second Language); Higher Education; *Instructional Effectiveness; Literature Reviews; Meta Analysis; Problem Solving; *Student Attitudes; Word Processing; *Writing Skills
IDENTIFIERS- ERIC Digests

In an effort to provide information about the effect of computer use in schools on student achievement, attitudes, dropout rate, and

Data Disks; Research Tools; *Search Strategies; Student Research
Intended to provide journalism students with an introduction to electronic information retrieval, this guide outlines a few of the 500 online services available to them on the University of Missouri-Columbia campus. The concept of the quality versus the quantity of citations retrieved is introduced and emphasized throughout. Services available at Ellis Library are described and two vehicles of information exchange--online services and CD-ROM--are explained. Several reasons for journalism students to utilize database searching are mentioned, including: developing leads; getting background information for interviews; fact-checking after interviews; obtaining additional information; and analyzing trends. Users are advised on: (1) three different ways to search for information, i.e., the pros and cons of grazing, browsing and hunting; (2) designing a search statement (3) using key words; (4) using proximity and Boolean operators; (5) limiting search fields; and (6) interactivity. Appendices include information about when and how to decide whether to conduct a computer or a manual search; a sample search; and a table comparing five of Ellis Library's online and CD-ROM databases. (SD)

ED 315 078 IR 053 053

van Halm, Johan
Council for Cultural Cooperation. Evaluation of the EUDISED Activities.
Council of Europe, Strasbourg (France).
REPORT NO.- CDCC-(88)-32
PUB DATE- 17 Oct 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Foreign Countries; *International Cooperation; *Long Range Planning; Online Searching; Online Systems; *Organizational Objectives; Qualitative Research; Questionnaires; Statistical Surveys; Structural Analysis (Linguistics)
IDENTIFIERS- *European Documentation and Information System
Based on interviews and on questionnaires sent to EUDISED (European Documentation and Information System) "R & D Bulletin" subscribers, and the users of the EUDISED online database, this report evaluates

microformat program, and seven states reported having centralized publishing. It was concluded that, until tracking systems and centralized publishing are prevalent, librarians will need to exert more time and energy in educating and informing state agencies of the value of depositing publications in the depository system. Two tables and two charts present data collected by the survey. (23 references) (SD)

ED 315 092 IR 053 068

Reed-Scott, Jutta, Comp.; Feather, Celeste, Comp.
ARL Preservation Statistics, 1987-88. A Compilation of Statistics from the Members of the Association of Research Libraries.
Association of Research Libraries, Washington, D.C.
PUB DATE- Jun 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Cleaning; Higher Education; Library Expenditures; Library Personnel; *Library Statistics; Library Surveys; Microreproduction; *Preservation; Program Administration; *Program Evaluation; Questionnaires; Repair; *Research Libraries
IDENTIFIERS- Paper Deacidification

This report on the results of the 1987-88 Association of Research Libraries (ARL) Preservation Statistics Questionnaire presents data from 109 ARL member libraries from the United States and Canada. The first of three major sections, Summary Data Tables, displays the aggregated statistics describing the current level of preservation efforts in ARL libraries. The tables contain statistics from all respondents for seven major data categories: (1) administration; (2) personnel in preservation units; (3) personnel in the library as a whole; (4) conservation treatment; (5) binding; and (6) preservation microfilming. The second section, Analysis of Core Data for All Reporting ARL Libraries, focuses on the central core of data and provides analyses of the responses without displaying the data from individual libraries. The analyses include data from all reporting university and non-university research libraries on preservation administration, personnel expenditures, conservation treatment, and preservation microfilming. The third section, Analysis of Established

(150)

DESCRIPTORS- *Academic Persistence; Associate Degrees; Bachelors Degrees; Black Students; Community Colleges; *Degrees (Academic); *Enrollment Trends; Full Time Students; Graduate Students; Graduation; Higher Education; Professional Education; School Holding Power; State Surveys; State Universities; *Student Attrition; Tables (Data); Two Year Colleges; Universities

IDENTIFIERS- *Georgia

Based on fall quarter enrollments for 1983 through 1988, this report presents data on student retention in the postsecondary educational system of Georgia. The system includes 4 universities, 15 senior colleges, and 14 two-year colleges. First-year and 5-year retention rates and graduation rates are provided for first-time, full-time entering undergraduate, graduate, and professional students. Highlights of the data are as follows: (1) the first-year retention rates of the universities were comparable to those of "highly selective" four-year public colleges throughout the country; (2) first-year retention rates at the senior colleges placed these colleges between the "traditional" and "selective" four-year public colleges; (3) the two-year colleges' first-year retention rates were comparable to other two-year colleges with "liberal" admissions policies; (4) Georgia's universities and senior colleges achieved five-year graduation rates far below those reported for comparative national reference categories; (5) the universities had the highest fall 1987 to fall 1988 retention rates (87.4%) followed by senior colleges (72.1%) and two-year colleges (66.3%); (6) systemwide, freshmen had higher first-year retention rates (81.3%) than developmental students (64.5%); (7) attrition declined progressively each year, with first-year attrition 30.8% systemwide, second year 10.1%, third year 4.8%, fourth year 2.7%, and fifth year 1.3%; and (8) the associate degree graduation rates for two-year college students entering in fall 1985 were 8.8% for developmental students, 27.3% for regularly admitted freshmen, 9.8% for black students, and 20.6% for students in all other racial categories. Appendixes provide detailed retention data by institution. (JMC)

ED 315 105 JC 900 081

Keller, Mike; And Others

Community College Students Who Earned Baccalaureate Degrees in Maryland, 1981 to 1987.

PUB DATE- 17 Nov 89

has an approximate population of 4,000 military personnel, 10,000 dependents, and 1,100 civilian personnel. Community leadership and joint planning between the college and community are necessary to help the campus serve as a center for educational, cultural, and social events. In addition, programs must be related to individual and community needs; the campus must attract students from a variety of ethnic backgrounds, ages, and income groups, and faculty must be screened for their commitment and ability to reflect the community's ethnic diversity and talents. The college plans to offer programs and services in the following areas: (1) academic support; (2) precollegiate skills development; (3) general education development; (4) professional development; (5) technical development; (6) administrative; and (7) learning resources. (WJT)

ED 315 118 JC 900 105

State Board of Community Colleges, Florida Community College System: Special 5 Year Report, 1983-1988.
Florida State Board of Community Colleges, Tallahassee.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Articulation (Education); Community Colleges; *Economic Development; Educational Legislation; Enrollment Trends; Lobbying; Program Evaluation; School Business Relationship; Self Evaluation (Groups); *State Aid; *State Boards of Education; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Florida

Prepared to highlight the accomplishments of the Florida State Board of Community Colleges during its first five years of existence, this report reviews the Board's development and the progress of Florida's 28 community colleges. Following introductory comments on the creation and purposes of the board, the report looks at the Board's legislative lobbying program and its impact on general revenue and capital outlay appropriations and on the state's funding formula. Tables and graphs illustrate the increase in general revenue appropriations from $192.3 million in 1978-79 to $498.5 million in 1988-89; in capital outlay appropriations from $24,502,234 in 1978-79 to $89,619,256 in 1988-89; and an increase in enrollment from 598,217 in 1977-78 to 873,057 in 1986-87. The next sections examine the Board's activities and achievements in

Recruitment; Two Year Colleges

In 1989, Hagerstown Junior College created this master strategic plan for 1989-1994, which revised the college's mission and established long-range goals and institutional strategic objectives. The revised mission statement focuses on empowering students through transfer education, occupational programs, developmental services, personal enrichment, and community education. The master plan is organized according to six long-range goals identified by college faculty and staff to provide direction through 1994: (1) promote and assure student success; (2) expand the number and nature of academic programs and student support services at the college; (3) attract, retain, and support highly qualified faculty, administrators, and supportive staff, with special attention given to women and minorities; (4) stimulate economic development in the college's service area, develop a leadership center in the Continuing Education Division, and integrate the Advanced Technology Center into the instructional delivery system; (5) increase the responsiveness of the college's financial base to social, economic, and demographic changes in the college's service area; and (6) design systems and services which will make college operations more effective and efficient. Strategic objectives and accompanying tactics are specified for each long-range goal. (WJT)

ED 315 131 JC 900 119

Matriculation: A Report on Second-Year Implementation, 1988-89.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 90
NOTE- 76p.; Discussed as Agenda Item 17 at a meeting of the Board of Governors of California Community Colleges (Sacramento, CA, March 8-9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Advising; Admission (School); Admissions Counseling; *College Admission; College Planning; Community Colleges; *Educational Counseling; Educational Legislation; Full State Funding; Government School Relationship; Program Implementation; School Orientation; Screening Tests; State Programs; *Student Personnel Services; Student Placement; Two Year Colleges
IDENTIFIERS- *California

ED 315 143 PS 018 347

Act for Better Child Care Services of 1989. Hearing on S.5, To Provide for a Federal Program for the Improvement of Child Care, and for Other Purposes, before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-101-135
PUB DATE- 24 Jan 89
NOTE- 179p.; Portions contain marginally legible print. For parallel House hearing, see PS 017 773.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-06585-7, $5.50; limited copies available).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Armed Forces; Business Responsibility; Child Abuse; *Day Care; Early Childhood Education; *Educational Quality; Federal Government; *Federal Legislation; *Financial Support; *Government Role; Hearings; Insurance; Standards; State Government; *State Programs
IDENTIFIERS- Congress 101st; Proposed Legislation

A hearing was held to consider the Act for Better Child Care Services of 1989, also known as the ABC Bill. Testimony was received from parents, project directors, program Managers, academics, research directors, corporate officers, the Governors of Vermont and Maryland, the Lieutenant Governor of Wisconsin, and the U.S. Senators of Maryland. Content concerned the roles of business and state and federal governments in day care, support of and need for the ABC Bill, state initiatives, funding options, major policy obstacles that prevent consensus on child care legislation, Senator Wilson's Kids in Daycare Services Act (KIDS), child abuse and neglect by licensed child caregivers, costs of high quality programs, caregivers' views on the needs of family day care providers, the impact of high quality care on children's development, corporate experience in facilitating high quality care, the U.S. Army's standards for day care services, liability insurance protection, the relationship of licensure to the incidence of child abuse in day care settings, and parental preference for various types of services. Included in the hearing report is a summary of major provisions of the Wilson KIDS bill. (RH)

Ogletree, Earl J.
The Developmental Approach to School Readiness.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Practices; *Individual Development; *School Entrance Age; *School Readiness; *Testing; *Traditional Schools
IDENTIFIERS- Developmental Theory; *Research Results

In the United States, a psychometric psychology dominates the thinking of educators. For traditional, political, and social reasons, developmental psychology rarely informs educational practices. This is the case even though studies show that the inducing of cognitive learning before a child is ready will reduce the child's learning potential and may result in the child's being erroneously diagnosed as handicapped. A substantial body of research suggests that children should not begin formal academic instruction until 7, 8, or even 11 years of age. However, chronological age is not always a reliable index of school readiness. Recent findings support the importance of maturity as a key predictor of school readiness. In a national study, 300 children who entered school 2-5 years later than the required entrance age of 6 years had no difficulty completing elementary school at the same age as those who entered earlier. Expert opinion recognizes that forced learning can cause frustration, anxiety, alienation, and loss of interest in learning. Whatever gains may result from psychometrically determined educational practices are outweighed by harm done to children's self-concept, health, and emotional and intellectual development. The psychometric, traditional approach must be replaced with a developmental approach that examines the needs of the child and the process of the child's development. (RH)

ED 315 157 PS 018 519

Lascarides, V. Celia
The Role of the United States Government in Early Education During the Depression of the 1930s.
PUB DATE- 11 Aug 89
NOTE- 13p.; Paper presented at the International Conference for the History of Education (Oslo, Norway, August 11, 1989).

the time of the hearing, Florida was the only state in the United States with a school volunteer program supported by legislation, appropriation, and a state program coordinating office. Students, volunteer program administrators, government officials, school teachers and administrators, and volunteers, all of whom had been involved in volunteer programs in the Florida schools, appeared before the committee. Testimony concerned: (1) Florida's success with intergenerational volunteer programs; (2) views of the National Association of Partners in Education; (3) the Business and Citizen School Volunteers of America Act, S. 382; (4) functions of older volunteers in the schools; (5) program expansion and improvement; (6) personal experiences of volunteers and students; (7) teacher recruitment; (8) provision of services to special students; (9) Miami Central High School's Intergenerational Law Advocacy Program; (10) English to Speakers of Other Languages (ESOL) services; and (11) volunteer services for students in crisis situations. (RH)

ED 315 172   PS 018 563

Laukkanen, Reijo
Dissemination of the Project's Findings. National Seminar (2nd, Heinola, Finland, April 11-15, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)47
PUB DATE- 5 Sep 89
NOTE- 22p.; For related documents, see PS 018 564-566.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Improvement; *Educational Innovation; Educational Research; *Elementary Education; Foreign Countries; *State Programs; Teacher Education
IDENTIFIERS- *Finland

This report summarizes the work of a national seminar on the development of primary education. The aim of the meeting was to evaluate the final report of the Innovation in Primary Education Project, a project of the Council of Europe's Council for Cultural Cooperation. The evaluation placed particular emphasis on the process of deciding what areas of emphasis should be considered in the development of primary education in Finland. Contents of the report concern the international framework of the innovation

ED 315 186 PS 018 582

Kendrick, Abby Shapiro, Ed.; Messenger, Katherine P., Ed.
Health in Day Care: A Guide for Day Care Providers in Massachusetts.
Massachusetts State Dept. of Public Health, Boston.
PUB DATE- 88
NOTE- 568p.; Figure 11 (pages 80-83); figure 23 (pages 139-140); and appendixes 11, 15, and 16 will not reproduce well.
AVAILABLE FROM- State Bookstore, State House, Room 116, Boston, MA 02133 ($11.50, plus $1.75 postage and handling. Make check payable to Commonwealth of Massachusetts.)
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Child Abuse; Child Neglect; Chronic Illness; *Day Care; Disabilities; Early Childhood Education; *Educational Environment; First Aid; Guidelines; *Health; Health Education; Nutrition; *Policy Formation; Prevention; Record Keeping; Resource Materials; *Safety; Sanitation; School Responsibility; *Standards; State Curriculum Guides; Student Transportation
IDENTIFIERS- *Massachusetts; Toilet Training

This reference manual and resource guide describes high standards for health policies and day care procedures that reflect current research and recommendations of experts. Chapters 1 and 2, which concern day care's role in health, cover health education in day care and the basics relating to policies, providers, and records. Chapters 3-5 concern the heathful environment. These chapters focus on general environmental concerns, sanitation standards, and toileting. Chapters 6-8 deal with safety at the day care center, transportation safety, emergencies, and first aid. Preventive health services are discussed in Chapters 9-11, which focus on preventive child health care, adult health in day care, and dental health. Chapter 12 concerns nutrition in day care. Special health issues, including services for children with special needs, child abuse and neglect, childhood lead poisoning, and chronic health conditions, are discussed in Chapters 13-16. Chapters 17-19 cover the management of illness, in particular, infectious diseases, care of the mildly ill child, and sick child care models. A final section contains 24 appendices which provide policy outlines, checklists, feeding guides and other practical helps, and references to resources. A total of 60 figures supplement the text. Most chapters provide a list of references. (RH)

Appalachia (Lexington, Kentucky, November 3-5, 1988).
Kentucky Univ., Lexington. Appalachian Center.
PUB DATE- 89
NOTE- 196p.
AVAILABLE FROM- Appalachian Center, 641 S. Limestone, Lexington, KY 40506-0333 ($16.00 postpaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Community Health Services; Health Needs; *Health Programs; *Health Services; Interdisciplinary Approach; Medical Services; Mental Health; Nutrition; Primary Health Care; *Public Health; *Rural Areas
IDENTIFIERS- *Appalachia; *Health Behavior

Problems of access to health care facing Appalachia mountain communities are confounded by unemployment, poverty, low education, and local religious beliefs that barrier people from receiving medical care. This proceedings addresses the issues related to health access and health needs. It contains 20 papers and 12 synopses of presentation. The proceedings includes four sections: (1) overviews of health problems in Appalachian region, with discussions on political economic context, health behavioral patterns, anthropological view of mental health, new ways of rural medical practice, financial issues of health care system, and social analysis of illness in the region; (2) empirical research reports on health needs and attitudes, encompassing community survey of health experiences, case study of the homeless people's health needs and rural health care payment system, and field work on health behavior of women, adolescents, and other groups; (3) description and evaluation of demonstrative projects, ranging from rural hospital alliance, services for rural elderly and children, to community involvement of health care system; and (4) summaries of papers on more specific research topics that may be of interest to narrower audiences. This document contains numerous tables, charts, graphics, and references. (DHP/GGH)

ED 315 201 RC 017 257

Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the Joint Annual Conference of the American Council on Rural Special Education (9th) and of the

ED 315 213 RC 017 269

Nelson, Jeniece E.
Please Don't Ignore the Adult in Me! Using Human Resource Development (HRD) Training Strategies To Enhance Transfer of Inservice Learning.
PUB DATE- Mar 89
NOTE- 16p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Disabilities; Elementary Secondary Education; *Inservice Teacher Education; Labor Force Development; Postsecondary Education; Rural Education; *Rural Schools; Special Education; *Special Education Teachers; Surveys; Teacher Education Programs; *Training Methods; *Transfer of Training
IDENTIFIERS- Kentucky

This paper discusses the concepts of Human Resources Development (HRD), andragogy (adult learning), and transfer of training as factors to be considered when designing training for special education teachers in rural schools. A critical question facing HRD professionals who design and deliver inservice training for special education teachers in rural schools is "What can be done to ensure that the skills learned and practiced during training will result in behavior changes once the trainees return to their classrooms?" Transfer of training may be a particularly challenging issue in rural schools because schools often are located in areas where access to educational agencies, and even trained teachers, is difficult for recent trainees. Transfer strategies recommended by HRD and staff development professionals are listed. Finally, some results are presented from a transfer of training survey that asked 44 rural Kentucky special education teachers to list factors that assisted them most in implementing their recent inservice training. This paper contains 28 references. (TES)

ED 315 214 RC 017 270

*Policy Formation; *Public Schools; *School Policy

Educators are faced with policy development issues that will allow children with AIDS to be educated, provide AIDS education in the schools, and educate groups whose lack of information may cause difficulties for educators trying to implement these policies. This paper provides guidelines for development of a HIV/AIDS policy. The premises of policy development are the protection of health and welfare of students and staff and protection of rights of privacy, acquisition of an education, and maintenance of employment. Policymakers are urged to know their community and develop community support prior to policy development. Developing a policy committee provides community input and review. Informational workshops for school board members encourage their participation in this sensitive issue. A united front at this stage will help when a public forum is held for community information. Open communication is important throughout policy development; providing clear and accurate information for the media can enhance the image one wishes to project. Policymakers must consider what constitutes a least restrictive environment for an identified HIV/AIDS student in light of literature and research about AIDS transmission. Placement of infected students must be considered on an individual basis, subject to periodic review by a team of professionals. (DHP)

ED 315 228 RC 017 284

Putnam, JoAnne W.; Markovchick, Kathryn

Cooperative Learning and Cooperative Staff Development To Promote Social Integration.

SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta.

PUB DATE- Mar 89

NOTE- 32p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Class Organization; *Cooperative Learning; *Cooperative Planning; *Faculty Development; Heterogeneous Grouping; Intermediate Grades; Junior High Schools; Learning Strategies; *Small Group Instruction; Social Integration; Special Education;

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disadvantaged; *Distance Education; Elementary Education; Higher Education; Outreach Programs; *Preservice Teacher Education; Program Design; Rural Areas; *Rural Education; Teacher Education Programs
IDENTIFIERS- *Bemidji State University MN; Minnesota

In 1986 Bemidji State University (BSU), located in rural northern Minnesota, began an outreach distance learning program for the preservice education of elementary teachers. This college program delivers junior and senior year education courses to students 100 miles plus from the main campus. Junior and senior year requirements are completed in a 3-year cycle, with most courses provided in the evening or on weekends. Generally, students are graduates of community colleges in Minnesota's economically depressed "Iron Range," are older than average and hampered by family responsibilities, and are experiencing economic hardship and career change due to labor force restructuring. This presentation provides background on (1) BSU, (2) recent economic problems in northern Minnesota, (3) student characteristics, (4) arrangements with education faculty members to integrate the distance learning aspect of the department, (5) student processing and orientation, and (6) program design. A proposed course schedule and a map of BSU's Center for Extended Learning service area are included. (SV)

ED 315 241 RC 017 297

Prather, J. Preston; Hartshorn, Robert L.
A Model for Science Education Reform in Rural Schools: An Inservice Program for Local Team Leadership Development.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Tennessee Higher Education Commission, Nashville.
PUB DATE- Mar 89
NOTE- 11p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACES/NRSSC Symposium. See RC 017 257. Adapted from an article in Journal of Rural and Small Schools, v2 n3 Spring 1989.
GRANT- TEI-8561464
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

ED 315 254 RC 017 369

Fewkes, Jesse Walter
The Mimbres: Art and Archeology. A Reprint of Three Essays.
REPORT NO.- ISBN-0-936755-10-5
PUB DATE- 89
NOTE- 187p.; Some illustrations may not reproduce clearly.
AVAILABLE FROM- Avanyu Publishing Inc., P.O. Box 27134, Albuquerque, NM 87125 ($16.95 soft cover--ISBN-0-936755-10-5; $29.95 hard cover--ISBN-0-936755-11-3; discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *American Indian Culture; American Indian History; American Indians; American Indian Studies; *Ancient History; *Archaeology; *Ceramics; *Design Crafts; Essays; Ethnology
IDENTIFIERS- *Mimbres Indians; New Mexico (Mimbres Valley)

This book contains reprints of three essays by Jesse Walter Fewkes (1850-1930) on the pottery of the prehistoric Mimbres Indians. The three papers were originally published by the Smithsonian Institution between 1914 and 1924. The first, "Archeology of the Lower Mimbres Valley, New Mexico," examines historical references to ancient Indian settlements in the valley and provides detailed descriptions of some ruins along the Mimbres River, including grave sites, pottery, mortars, stone implements, and pictographs. Mimbres pottery, architecture, and burial practices are compared with those of ancient Indians in other parts of the Southwest. The essay concludes that changes in the river's course resulted in a shifting prehistoric population. The second essay, "Designs on Prehistoric Pottery from the Mimbres Valley, New Mexico," depicts the salient physical features of the valley and the ancient pottery discovered there. Pieces of pottery and their designs, largely animals and geometric figures, are described in detail. Evidence that Mimbres pottery was not confined to the valley is discusssed. The third essay, "Additional Designs on Prehistoric Mimbres Pottery," published in 1924, describes materials examined subsequent to the previous articles. While the designs described in this paper add to existing information, they do not materially change the conclusions of the previous essays. Drawings and photographs illustrate the pottery designs, and a map of the archaeologically rich region is included. This book includes numerous pottery designs and a map of Mimbres Valley. (TES)

mathematicians are included. Six references are listed. (YP)

ED 315 268 SE 051 137

Sworder, Steven C.
Improving the Basic Mathematics Program at Saddleback College.
PUB DATE- May 89
NOTE- 221p.; Ed.D. Dissertation, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Mathematics; Community Colleges; Cost Estimates; Decision Making; *Delphi Technique; *Demography; *Educational Environment; Higher Education; *Mathematics Curriculum; Mathematics Education; Mathematics Teachers; *Opinions; Surveys; Two Year Colleges
IDENTIFIERS- *Saddleback College CA

This study describes the basic mathematics programs used in, and develops a set of recommendations for, the curriculum at Saddleback College. A survey of the mathematics chairpersons of 105 California community colleges and of the mathematics department faculty was conducted for use in beginning a four-part Delphi exercise. Based on the results of the Delphi exercise it was recommended that the Saddleback College program consist of an optional, tutorial laboratory course and two arithmetic/introduction to algebra courses. One of the latter courses would be directed at those students needing extensive development work in this area and the other would be designed for those needing only a review or those already in possession of a high level of computational skills. Cost analysis for the recommended system was reported. Learning environment surveys, the Delphi questionnaires and results, and material for program cost analysis are provided in appendices. (Author/YP)

ED 315 269 SE 051 138

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Engineering; *Engineering Education;
  Faculty; *Faculty Recruitment; *Foreign Students; Higher Education;
  *Minority Groups; Science Careers; Science Education; Statistical
  Data; *Supply and Demand

A future faculty shortage problem in science and engineering areas is discussed. The trends of enrollment of undergraduate and graduate student by field are described. Data on current faculty, faculty vacancy rates, and faculty characteristics are presented and discussed. The characteristics include the citizenship, age, sex, and ethnic background of faculty members. Future demands are discussed by field and institution. It is concluded that time to institute a policy change is running out for the United States. Now is the last possible moment to begin to recruit U.S. students (and, particularly women and minority students) to prepare for faculty careers in the 1990s and beyond. Statistical data are provided for many variables. Lists 22 references. (YP)

ED 315 284 SE 051 164

Balka, Don S.; Wiles, Clyde A.
The 1988 Indiana State Mathematics Contest: Tests and Analysis of
  Student Performance.
PUB DATE- Oct 89
NOTE- 64p.; Occasional colored pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports
  - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; High Schools; Mathematical Concepts;
  *Mathematics Achievement; Mathematics Education; Mathematics
  Materials; Mathematics Skills; *Mathematics Tests; *Secondary
  School Mathematics; *Test Interpretation; Test Items; Test Results
IDENTIFIERS- *Indiana

Discussed are the results of the 1988 Indiana State High School Mathematics Contest, which attracted 2,523 students. Four multiple-choice tests (each with a 90-minute time limit) based on proficiencies listed in the "Mathematics Proficiency Guide" and published by the Indiana Department of Education were used. The tests were: (1) Algebra (first course) containing 48 items; (2)

science and nutrition curriculum designed to raise students' level of science knowledge, and improve student attitudes toward the study of science and its applications to real-life problems through gardening. This study examined the nature of LLSP in school settings. Five elementary schools with LLSP experience were selected and described primarily from interviews from site visits. Discussions of the findings are categorized as follows: (1) Factors in a Successful Program; (2) Teacher Ability; (3) Students' Learning; (4) Transforming Science Education; and (5) Implementation. The strengths and weaknesses of LLSP are discussed. Interview questions used are appended. Twenty-nine references are listed. (YP)

ED 315 300 SE 051 181

MSEN Pre-College Program. Status Report.
North Carolina Univ., Chapel Hill. Mathematics and Science Education Network.
PUB DATE- Sep 89
NOTE- 82p.; Light graphs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Educational Improvement; *Females; Formative Evaluation; High Schools; Junior High Schools; Mathematics Education; Middle Schools; *Minority Groups; Networks; *Program Descriptions; Program Evaluation; Science Education; *Secondary School Mathematics; *Secondary School Science

More than 1,325 students from 34 secondary schools have participated in the University of North Carolina Mathematics and Science Network's MSEN Pre-College Program. By September 1990, more than 1,840 students from 48 schools will be involved. This program is aimed at increasing the academic preparation of minority and female students in mathematics and science at the middle grade and high school levels, and increasing the number of students who pursue science and mathematics based fields of study at the university level. It is hoped that these students then move into careers in science, technology, engineering, and teaching. The program includes a combination of academic enrichment activities built into each student's core curriculum, as well as extracurricular activities. This document contains an overview of the program, a list of the organizations in the network, a discussion of funding, a list of school benefits, a suggested and (5) "An Agenda for Clean Air." (CW)

ED 315 317 SE 051 212

Sample Computer Applications for the High School Mathematics Classroom. Selected Topics--Level One.

New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.

REPORT NO.- ISBN-0-88315-834-5
PUB DATE- 88
NOTE- 215p.
AVAILABLE FROM- Curriculum Production Unit, Office of Curriculum Development and Support, PS 206, Room 310, Neck Road and E. 22 Street, Brooklyn, NY 11229 (contact for price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Computer Software; Computer Uses in Education; High Schools; Mathematical Applications; *Mathematical Concepts; Mathematical Enrichment; Mathematics Education; *Mathematics Materials; Mathematics Skills; Mathematics Tests; *Secondary School Mathematics
IDENTIFIERS- Apple II; IBM Personal Computer

This manual provides a relevant resource for mathematics teachers who wish to take advantage of the extensive library of computer software materials available to expand and strengthen classroom instruction. Classroom management procedures, software duplication guidelines, procedures for copying diskettes for MS DOS and Apple II computers, and methods for maintaining diskettes are described. Included are 59 classroom activities for teaching mathematical concepts using a computer. Included for each of the activities are: (1) the aim; (2) objectives; (3) vocabulary; (4) materials; (5) preparation; (6) motivation; (7) development; (8) application; (9) summary; and (10) homework. A list of 37 software items used in this guide is presented. (YP)

ED 315 332 SO 020 474

Bates, Donald L.

Increasing Middle School History Students' Performance through the Implementation of a Museum Curriculum.

PUB DATE- 89
NOTE- 200p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; Educational Facilities; Exhibits; Grade 8; *History Instruction; Inservice Education; Junior High Schools; *Middle Schools; *Museums; Secondary School Curriculum; *Social Studies; *United States History

The Student Museum and Center for the Social Studies was established in the community where this practicum was conducted in the 1985-1986 school year, as a part of the county school system. Two years were spent refurbishing the existing building and building exhibits. However, no curriculum existed for the full utilization of these exhibits. Eighth-grade students visited the museum with little or no preparation, few planned activities, and no follow-up to the visit. The exhibits did not formally enhance the existing eighth-grade curriculum, and thus many teachers chose not to participate. Also, the museum did not enhance any of the required objectives or units contained in the county curriculum guide or state requirements. The goals of the practicum were: (1) to enhance students' ability to successfully accomplish district and state requirements in social studies; (2) to establish a museum in-service program for eighth-grade teachers to promote better utilization of museum facilities; and (3) to enhance the over-all social studies program as it existed in the district. A museum curriculum was implemented, and an in-service program was developed to introduce teachers to the museum program. All of the schools that participated in the program met the objectives of the practicum. Results indicated that a social studies museum curriculum enhanced the students' ability to successfully accomplish local and state requirements, enhanced the over-all social studies program in the district, and led to better utilization of the museum facilities. (Author/JB) teacher training, and school curricula, the first section of this report describes how the conference was conceived and planned, lists overall objectives, and notes the general character of the participants. The second section is a collection of insights, questionnaire responses, and recommendations. Four appendices conclude the document. Appendix A lists conference participants and their affiliations. Appendix B gives criteria for evaluating the inclusion of women in global education curricula and programs, and includes a sample critique, applying the criteria to a particular global education curriculum. Five skill and concept areas for teachers and students are discussed. Appendix C, which lists sources of information for teaching about women, is an annotated list of 28 publications and organizations. A selected bibliography of 16 items appears as Appendix D. (AS)

ED 315 347 SO 020 520

Thornton, Stephen J.
Aspiration and Practice: Teacher as Curricular-Instructional Gatekeeper in Social Studies.
PUB DATE- 27 Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; Decision Making; Elementary Secondary Education; Instructional Effectiveness; *Social Studies; *Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS- *Gatekeeper Role

This paper argues that the teacher should be understood as a gatekeeper for curriculum and instruction in social studies, and that gatekeeping is a product of the frame of reference the teacher brings to it. The teacher plays the primary structuring role in the social studies classroom and, regardless of the official curriculum, constructs the curriculum that is actually provided in the classroom. As the curricular-instructional gatekeeper, the teacher makes the crucial decisions concerning content, sequence, and instructional strategy that determine the social studies experiences of students. The criteria the teacher employs to determine interpretations and uses of a curriculum are a product of

Carbone, Robert F.
Fund Raising as a Profession.
Clearinghouse for Research on Fund Raising, College Park, MD.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 89
NOTE- 60p.
AVAILABLE FROM- Clearinghouse for Research on Fund Raising, 3112 Benjamin Building, University of Maryland College Park, College Park, MD 20742 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; *Finance Occupations; *Fund Raising; Higher Education; *Professional Development; Professional Recognition

The monograph reports on a survey of fund raiser attitudes toward issues of professionalism and stresses that professional competence is not enough if an occupational group aspires to be recognized as a true profession. Part I provides an overview of fund raising as a profession including sections on: what a profession is, the professional continuum, semi-professions, professional attitudes, the process approach, the power approach, and the structural-functional approach; Part II reports on demographic data for the 754 fund raisers surveyed including the type of institution they represented (e.g., 41% college/university/school), educational level, gender, and age. The attitude of fund raisers toward many aspects of their work is reported including fund raiser attitudes toward each of the following six characteristics of professionalism: autonomy of decision making, a systematic body of knowledge and skills, self-regulation and collegial standard setting, commitment to and identification with the profession, altruism and dedication to service, and a code of ethics with accompanying sanctions. Part III, a summary, concludes that although fund raising is not yet a profession it has the potential to attain greater professional stature. Three appendices provide details on the study's methodology, the survey instrument; and responses of the fund raisers to forced-choice items. Contains 30 references. (SM) reorganization took place. 26 references. (DB)

ED 314 980 HE 023 139

McCullagh, James G.
The University of Choice: Social Work Students at UNI.
PUB DATE- Sep 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Choice; Decision Making; Higher Education; *Majors (Students); *Social Work; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- *University of Northern Iowa

The study examined expressed reasons for choosing the University of Northern Iowa (UNI) by undergraduate students majoring in social work there. Responses of 205 social work majors to a questionnaire found that these students chose UNI primarily because of location, size, cost, the presence of a social work program, to get a good education, to be with their friends, and to continue a family tradition. Other findings indicated that 44% of students had attended other colleges previously, that many students considered other majors before deciding on social work, that 84% of the students had been born in Iowa, that 50% planned to go to graduate school, that the mean age of social work majors was 24.3 (though 74% were between 18 and 23 years old), and that 89% of the students were female. The study concludes that the social work program at UNI does not unnecessarily duplicate other Regents' programs because students deliberately choose both UNI and the social work program there. Findings are detailed in six appendixes. (DB) provides information on the 21 universities and related institutions which receive grants directly from the government of Ontario. It is part of a three-volume set offering detailed information on the revenues and expenses and changes in fund balances at all Ontario universities for the fiscal year ending in 1989. It does so within a format which attempts to provide consistent categories and definitions for all 43 provincially-assisted universities and colleges in Ontario. Two brief preliminary sections summarize the committee report and offer a general caveat concerning the lack of comparability of some of the data. An introductory section provides guidelines and definitions (university accounting principles, reporting, and submissions); principles of reporting (fund concept, revenues and expenses, and appropriated funds); and definitions (funds revenue, sources, operating expenses--functional areas, and object of expense). Summary information for all universities and colleges on a consolidated basis, is provided in eight tables. Summary information for universities is provided in 13 tables. Financial information for each institution forms the major portion of the document. (SM)

ED 314 994 HE 023 160

Financial Report of Ontario Universities 1988-89. Volume II--Affiliated and Federated Colleges and Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-88799-246-3
PUB DATE- Dec 89
NOTE- 268p.; The three volumes in this set are HE 023 159-161. For related information, see HE 023 162. Tables contain small type.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affiliated Schools; Budgets; Building Operation; *Church Related Colleges; Educational Economics; *Educational Finance; Endowment Funds; Expenditures; Financial Policy; Financial Support; Foreign Countries; Fund Raising; Higher Education; Income; Instructional Student Costs; Operating Expenses; Resource Allocation; Salaries; School Funds; State Aid; Wages
IDENTIFIERS- *Ontario

expenses. The exclusion enables eligible taxpayers to leave out of their gross income the interest earned on series EE savings bonds that are used for tuition and required fees, net of scholarships, for themselves or their spouses or dependents. Taxpayers must be at least 24 years of age and the full exclusion is limited to taxpayers with modified adjusted gross incomes below $60,000 for married couples and $40,000 for single taxpayers or heads of households. As the exclusion will be available only for series EE bonds issued after 1989, it is not likely to be widely used during the next several years. Analysis of eligibility of current students, however, assuming that the exclusion had been previously available, suggests that more than half of all current students (more than 6 million graduate and undergraduate students) and their families would be eligible to use the full exclusion. The most significant restrictions are the purchaser's age limitation and the qualified expenses limitation, which would affect families of students who receive scholarships at public colleges and universities. (DB)

ED 315 008 HE 023 174

Henriksen, Larry; And Others

Varsity Sport Participation and Consumption as Two of Several Factors Associated with College Achievement and Attrition.

PUB DATE- 20 Oct 89

NOTE- 43p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 20, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; College Athletics; Extramural Athletics; *Grade Point Average; Higher Education; Longitudinal Studies; Research Methodology; *Social Integration; State Universities; Statistical Analysis; *Student Attrition; *Student Characteristics; *Student College Relationship; Student Motivation

IDENTIFIERS- Ball State University IN

The study reported in this paper used path analysis statistical methodology and an attrition model to examine the separate and combined relationships of several different types of background, personal, and college experience variables with the attained college grade-point average (GPA) and graduation rate for 3,125 Ball State (Indiana) University (BSU) students. Data were collected tough admissions questions in writing to the appropriate authority); "Following Through" (e.g., complete school visit evaluation forms and follow up on student inquiry cards immediately); "The Complete Travel Kit" (a list of basic supplies for college fairs and university visits); "Your Campus Presentation" (an outline of a model presentation); and "Motels, Meals, and Mileage" (basic travel tips). (DB)

ED 315 022 HE 023 188

Weiss, Larry J., Ed.
Parents Programs: How to Create Lasting Ties.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-296-9
PUB DATE- 89
NOTE- 230p.
AVAILABLE FROM- Council for Advancement and Support of Education, Suite 400, 11 Dupont Circle, Washington, DC 20036 (non-member $32.50, member $26.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- College Programs; Family School Relationship; Fund Raising; Higher Education; *Parent Participation; *Parent School Relationship; Public Relations; *School Orientation; Student Recruitment
IDENTIFIERS- College Parents Programs

Twenty-six contributed papers address aspects of parents programs developed by colleges and universities. Papers have the following titles and authors: "Parents--Who Are They and What Do They Want?" (Clark Oldroyd); "Bringing Parents into the Institutional Family" (John Sayre); "Parents Programs and Philanthropy Along the Lifespan" (Deborah Adams McKean); "The Princeton Parents Program: Then and Now" (MaryMargaret Halsey); "Creating a New Tradition: Parents Day at the University of Chicago" (Jean Sitterly Treese); "Parents Weekend: The Centerpiece of a Parents Program" (Midge Wood Brittingham); "Organizing a Parents Weekend from Start to Finish" (Deborah Duncan); "Parents Day Shows: Reaching for the Stars" (Larry Weiss); "Orientation Programs for Parents" (Grace Severino); "A Family Affair: Involving Grandparents" (Catherine Esty Wejchert); "Cultivation: The Key to Creating Loyal Alumni Parents" (Nelson Ross); "Communicating Effectively and Efficiently with

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; *Formative Evaluation; *Instructional Design; *Instructional Development; *Media Adaptation; Models

The design team approach to the development of computer based learning (CBL) courseware relies heavily on the effective communication between different members of the team, including up-to-date paperwork and documentation. This is important for the accurate and efficient overall coordination of the courseware design, and for future maintenance of the courseware developed. These require a greater investment in time and finance, resources that the field of education can hardly afford. General purpose application packages (or content-free software) could be adapted so as to provide interactive tools for CBL design, particularly in the areas of design specification and storyboarding, flowcharts, user documentation, and initial courseware evaluation analysis. This is especially helpful for the CBL designer/author who does not know, or want to be involved in the detailed programming, or who does not have access to development tool kits or powerful workstations. Some specific examples are given using readily available general purpose software packages developed for microcomputers, especially for the Macintosh microcomputer. (8 references) (Author/GL)

ED 315 035 IR 014 138

Eliasson, Gunnar; Ryan, Paul
The Human Factor in Economic and Technological Change. OECD Educational Monograph No. 3.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- Nov 87
NOTE- 176p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change; *Economics; Foreign Countries; Human Capital; *Human Resources; *Industry; *Information Technology; Job Skills; *Skill Development; Training

This report, representing the culmination of the first phase of an Organisation for Economic Cooperation and Development (OECD)

(7) Robert Keeshan, Robert Keeshan & Associates; (8) John P. Murray, professor, Department of Human Development and Family Studies, Kansas State University; and (9) Glenn Wright, vice president, KIRO-TV, on behalf of the National Association of Broadcasters. Additional materials submitted for the record include charts from Action for Children's Television illustrating commercial time levels during children's television programming and a statement by the American Association of Advertising Agencies, Inc. (MES)

ED 315 049 IR 014 162

The Computer Software Rental Amendments Act of 1988. Hearing on S. 2727 before the Subcommittee on Patents, Copyrights and Trrademarks of the Committee on the Judiciary, United States Senate. One Hundredth Congress, Second Session (Provo, Utah, August 24, 1988).
Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
REPORT NO.- Senate-HRG-100-1048
PUB DATE- 89
NOTE- 48p.; Serial No. J-100-86.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Software; *Copyrights; *Federal Legislation; Hearings
IDENTIFIERS- Congress 100th; *Software Copying; *Software Rental

A statement by Senator Orrin G. Hatch opened the hearing on The Computer Software Rental Amendments Act of 1988, a bill which would amend title 17, United States Code, the Copyright Act, to protect certain computer programs. The text of the bill is then presented, followed by the statements of four witnesses: (1) Dr. Alan C. Ashton, president, WordPerfect Corp.; (2) Heidi Roizen, president, T/Maker Co.; (3) Thomas Chan, deputy general counsel, Ashton-Tate Corp. for ADAPSO, the Computer Software and Services Industry Association; and (4) Craig Burton, executive vice president, Novelle Corp. Additional submissions from the record include: letters to Senator Hatch from James W. Johnston, executive vice president, Electronic Text Corp., and Reid C. Swenson, owner, Computer Bargain Store; comments of James U. Jensen and Kent J.

learning time, a review of instructional computing research analyzed studies done between 1980 and 1987 using statistical summary procedures. Reviewers used a meta analysis procedure to calculate effect size as they focused on the impact of microcomputer use in specific areas and with specific kinds of students. Thirty-eight published and unpublished studies and 44 dissertations were reviewed. While computer-based instruction was shown to be potentially effective in most educational applications, computer-using educators are advised to keep the following in mind: (1) since significant results have been found at all grade levels, current data cannot be used either to increase or decrease use of computer applications at any particular grade level; (2) computer uses in all content areas except English as a Second Language (ESL) seem productive, and science may be an especially promising area; (3) using computer applications seems to significantly improve students' attitudes toward school and subject matter, but insufficient data exist to indicate that better attitudes have any impact on achievement or on dropout rate; and (4) while most types of skills profit from computer applications, word processing and use of Logo to enhance creativity and problem-solving skills are especially promising. (4 references) (GL)

ED 315 064　　　　IR 014 292

Grabowski, Barbara L.
Interactive Videodisc: An Emerging Technology for Educators. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-8
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Assisted Instruction; Information Retrieval; *Information Storage; Instructional Design; Interaction;

current EUDISED activities. The report reviews the responses to the questionnaire; assesses the current situation (a period in which those most directly concerned wish to improve the efficiency of EUDISED, but are unable to mobilize resources to realize that wish); and analyzes responses from the database users, bulletin subscribers, and national member agencies. It is recommended that: (1) adequate resources be made available within the Council of Europe secretariat and within national agencies to ensure products of quality; (2) the present activities relating to educational research project information be improved before there is expansion in other areas; (3) a more vigorous marketing effort be made; and (4) ending EUDISED activities be considered if resources for their efficient development cannot be provided. Five appendixes include: statistical data on the replies to the survey questionnaires, a table of countries that contribute to the "R & D Bulletin," and an outline of a proposed EUDISED user guide. (SD)

ED 315 079 IR 053 054

Silver, Barbara
Opening Access to the University of California Libraries.
PUB DATE- Jul 87
NOTE- 5p.; Paper presented at the International Conference on Data Bases in the Humanities and Social Sciences (Auburn, AL, July 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Bibliographic Databases; Higher Education; *Library Automation; *Library Collections; Library Networks; *Online Catalogs; Search Strategies; Subject Index Terms; *Union Catalogs
IDENTIFIERS- *MELVYL Online Catalog; University of California

Developed at the beginning of the decade to serve as a union catalog for identifying the holdings in all University of California (UC) libraries, the MELVYL online catalog as of October 1989 contained 10 million holdings for over 5 million monographic titles of print and nonprint materials, and more than 1.2 million periodicals holdings which represent nearly 650,000 additional titles. MELVYL, which is constantly evolving to meet user needs, currently provides a union catalog of UC's 100 libraries, the

Preservation Programs, builds on the analyses of the previous section and brings into sharper focus the scope of established preservation programs. The statistics provide descriptive elements for different levels of preservation program development and help to clarify the organizational, functional, and fiscal components that characterize preservation programs. A copy of the questionnaire is included. Forty-nine footnotes are attached. (SD)

ED 315 093 IR 053 069

Billington, James H.
Books and the World. Center for the Book Viewpoint Series No. 22.
Library of Congress, Washington, DC. Center for the Book.
REPORT NO.- ISBN-0-8444-0628-7
PUB DATE- 88
NOTE- 24p.; Paper presented to the Mellon Bank and Friends of Libraries U.S.A. (Philadelphia, PA, September 13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Books; *Cultural Awareness; *Democratic Values; Futures (of Society); Global Approach; *Independent Reading; Intellectual Freedom; Intellectual History; International Cooperation; *Library Role; Literacy; Public Libraries; *World History

The most ambitious connection that libraries can make in our time is the link between an individual and the rest of the world. Libraries are the places where books and other records of human memory and imagination are transmitted from one group of people to another, and librarians are the impresarios of the process. Personal experience and long study of Russian culture have shown that the answer to an important question is often more likely to be found in yesterday's book than in today's newspaper; deifying some books while denying access to others can be dangerous; and libraries can provide a quiet refuge for scholarly integrity. The American experience and example may be increasingly relevant to the world because: (1) the evolutionary American model may have more to offer than the absolutist models; (2) their various religious beliefs enable Americans to identify with a dimension of human experience that is incomprehensible in an atheistic society; (3) the maintenance of a civil, civic unity among diverse communities is an American aspiration that is becoming increasingly relevant as

NOTE- 27p.; Data tables accompanied a presentation at the Annual Conference of the Maryland Association of Institutional Research (3rd, Baltimore, MD, November 17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Bachelors Degrees; *College Graduates; College Transfer Students; Community Colleges; Females; Higher Education; Racial Composition; *Student Characteristics; *Student Educational Objectives; Tables (Data); Two Year Colleges
IDENTIFIERS- *Maryland

Data are presented on the characteristics of community college transfer students who earned baccalaureate degrees in Maryland between 1981 and 1987. Tables and graphs cover the transfer status (i.e., native, community college transfer, four-year college transfer, or out-of-state transfer) of baccalaureate recipients, of graduates who were Maryland residents, of graduates who re-enrolled in college, and of graduates who reported that they planned to earn an advanced degree. In addition, transfer and native students are compared in terms of percentage of females, mean annual salary, graduating institution, percentage seeking employment, percentage who owed no money on loans, debt of those who borrowed money to attend college, and racial composition. Highlighted findings include the following: (1) during the 1980's, approximately 50% of the graduates of Maryland four-year public colleges had transferred from another campus, and 23% to 28% of the graduates had transferred from a Maryland community college; (2) transfers were slightly more likely to be male, white, and Maryland residents at the time of graduation; (3) transfers tended to be older than native students; (4) native students were more likely to have re-enrolled in college after graduation, and had slightly higher post-graduate degree aspirations; (5) one year after graduation, transfers had higher median annual salaries than native students; and (6) at graduation, transfers owed less on college loans than native students. (JMC)

ED 315 106 JC 900 086

Craig, Ford M.
Older Adults: Community College Students of the 1990s.
PUB DATE- Mar 90
NOTE- 15p.; Ed.D. requirements, Nova University.

the areas of program review, equal and open access, articulation with four-year colleges, economic development, literacy centers, the Florida Academic Improvement Trust Fund, trustee training, and information management. Following a summary of the Board's 5-year master plan for the state's community colleges, the paper discusses several initiatives proposed by the board to establish economic development as a primary mission of the community colleges. (JMC)

ED 315 119 JC 900 106

Challenges: The State Board of Community Colleges 1988 Master Plan.
Florida State Board of Community Colleges, Tallahassee.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Role; Community Colleges; *Economic Development; *Educational Needs; Educational Objectives; *Educational Quality; *Long Range Planning; Master Plans; Mission Statements; *Quality of Life; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Florida

The Florida State Board of Community Colleges' 1988 Master Plan presents current trends, challenges, and issues affecting the system in order to guide both local and state institutional development and legislation. The first section of the plan reviews population trends, indicating that: (1) population growth will be the most influential trend affecting the community college system, with predictions that 13,416,767 people will reside in Florida by 1992; (2) the Baby Boom generation (age 39-50), the largest growing segment of the population, is expected to continue to expand over the next five years; (3) the enrollment pool will be influenced by higher percentages of lifelong learners and place-bound, part-time learners, an increasing number of female students, and a rising demand for adult and continuing education. Following a statement of the philosophical premise of the community college system, the plan identifies 17 challenges facing the colleges in the areas of quality of education, economic development, and quality of life. These challenges include the following: to continue to support open access for students, to provide high quality academic and vocational education, to reaffirm and strengthen liberal arts general education, to provide sufficient learning resources, to establish coordinated student services, to attract and maintain

This report looks at the history, purposes and goals, components, and implementation progress after two years of the California community colleges' matriculation plan. The first section discusses legislation which brought about the adoption of a matriculation plan. The second section details the purpose and goals of the matriculation plan, which include student access to California community colleges; opportunities for an equitable, quality education; and attainment of students' educational objectives through the use of appropriate college programs/courses and a full range of support services. The third section discusses the seven components of the matriculation plan. The final section discusses significant advancements which occurred during the first two years of implementation, including the following: (1) colleges began identifying students needing specialized assessment and/or support services; (2) colleges expanded their orientation activities; (3) student assessment expanded in the areas of career interests (78% of the colleges provided career assessment in 1988-89 compared to 23% prior to matriculation), English-language proficiency (76% to 49%), study skills (57% to 13%), and aptitudes (48% to 14%), with 92% of the colleges providing counseling/advisement to all new students; (4) more students were identified as in need of basic skills instruction, and the majority of colleges responded accordingly; (5) 16% of the colleges implemented Student Educational Plans for all new students; (6) by 1989, 40% of the colleges were monitoring the progress of new students, and the same percentage had implemented a research and evaluation component; and (7) two key factors which hampered the matriculation efforts were the reception of only 60% of full funding for matriculation in 1988-89 and a lack of funding for the statewide Management Information System. Appendixes include the Seymour-Campbell Matriculation Act, the plan for the implementation of matriculation, a report on matriculation in the colleges, and citations to related legislation. (JMC)

ED 315 144 PS 018 364

Rosenthal, Miriam K.
Social Policy and Its Effects on the Daily Experiences of Infants and Toddlers in Family Day Care in Israel.
PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Criteria; Early Experience; Educational Quality; *Family Day Care; Federal Government; Foreign Countries; Infants; *Preschool Children; *Standards; Toddlers
IDENTIFIERS- *Israel; Program Characteristics; *Social Policy

This study examined: (1) the accuracy with which standards of the state-subsidized Israeli family day care (FDC) program were implemented; and (2) the relationships between specific program service characteristics, program quality, and children's daily experiences in care. Israeli family day care standards concern program participants, caregivers and program coordinators, group composition, physical conditions, and educational programming. In this study of 12 FDC services, participants included caregivers at 41 FDC homes, 82 infants and toddlers, and their mothers. Mothers and caregivers were interviewed; caregiver and child interactions were observed; and caregiving environments were rated. Measures included demographic data on program participants, caregivers, and program coordinators; group composition data; and ratings and observations of environmental quality, quality of interaction, behavior of children, individual competence, concept and skill acquisition behavior, gross motor activity, aimless behavior, negative socioemotional behavior, and emotional distress. Findings indicated that important aspects of children's daily experiences in FDC are strongly influenced by such factors as the caregiver's supervision and education and the group's composition. Implications of the findings for policy decision making are pointed out. (RH)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Economic Factors; Educational History; *Federal Government; *Government Role; *Nursery Schools; *Program Development
IDENTIFIERS- *Depression (Economic 1929); *National Association for Nursery Education

This paper provides an overview of the emergence of U.S. nursery schools. Sections concern: (1) the status of nursery schools in the United States before 1933; (2) the economic crisis of 1929; (3) the creation of federal programs; (4) authorization of emergency nursery schools; and (5) the involvement of the National Advisory Committee. Early childhood education had its largest growth during the depression years, when the federal government created and financed nursery schools. The emergency nursery schools came at a time when nursery education had been well-established and there was a strong interest in the education of the child before kindergarten. The emergency program represented the first federal recognition that the education and care of young children was a responsibility warranting the appropriation of public funds. Nursery schools were identified as an educational program, were located in public school buildings, and were controlled by the local public school system. Through the emergency program, nursery schools became widely recognized and demonstrated their value. It was hoped that the program could be incorporated into the public school system for the benefit of all children. The experience gained from the program provided a basis for further increase of nursery schools in World War II. (RH)

ED 315 158 PS 018 532

Collins, Raymond C.; Kinney, Patricia F.
Head Start Research and Evaluation: Background and Overview. Technical Paper Prepared for the Head Start Evaluation Design Project.
Collins Management Consulting, Inc., Vienna, VA.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Nov 89
NOTE- 39p.
LANGUAGE- English

project, the innovation project from a national point of view, and conclusions drawn from lectures, group evaluations of the final report, and general discussion. Conclusions focused on the innovation process, school research, teacher training, education and teaching, and use of the final report in Finland. The seminar program and a list of participants are appended. (RH)

ED 315 173 PS 018 564

Baert, Georges
Dissemination of the Project's Findings. National Seminar: Dutch-Speaking Belgium (5th, Brussels, Belgium, June 17-18, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)46
PUB DATE- 15 Sep 89
NOTE- 26p.; For related documents, see PS 018 563-566.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Background; *Educational Improvement; *Educational Innovation; *Elementary Education; *Federal Programs; Foreign Countries; Program Descriptions; Program Development; Program Implementation
IDENTIFIERS- *Belgium (Dutch Speaking); Program Characteristics

A colloquy, "New-style Primary Education: Achievements and Prospects," was held in Brussels by the Ministry of Education of The Dutch-speaking sector of Belgium. In the first section of this report, the colloquy is viewed in the contexts of the New-style Primary Education (VLO) project of the Ministry of National Education, and the Innovation in Primary Education, Project No. 8, of the Council of Europe's Council for Cultural Cooperation. Objectives of the colloquy were to report on key ideas of the VLO project, provide information on recent developments in the project, and clarify ways in which objectives of the project could be given concrete form in schools. The program of the colloquy is reproduced in Section II. Lectures are summarized in part III. The lectures provide background information on: (1) the VLO project; (2) project implementation, points of controversy, the project's future, and areas needing improvement; (3) support for the management of educational innovation; (4) the VLO project in the international context of innovation movements; (5) external assessment of the VLO project; (6) conditions for continuing the project; (7) objectives

ED 315 187 PS 018 583

Kennedy, Edward M.
Smart Start: The Community Collaborative for Early Childhood Development Act of 1989. Report Together with Minority Views (To Accompany S. 123). Senate, 101st Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-R-101-58
PUB DATE- 21 Jun 88
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Costs; *Delivery Systems; *Early Childhood Education; *Federal Legislation; *Federal Programs; Standards
IDENTIFIERS- *Early Childhood Development Programs; Proposed Legislation

The majority report and minority views of the Senate Committee on Labor and Human Resources concerning S. 123, Smart Start: The Community Collaborative for Early Childhood Development Act of 1989 are provided. The act would establish a new source of funding for upgrading, expanding, and creating high quality early childhood development (ECD) programs for children the year before they enter kindergarten. Smart Start is designed to build on what states are already doing in early childhood education (ECE) and to give states an incentive to keep programs running as the federal share of funds declines. Sections concern: (1) the act's purpose and a summary of the act; (2) legislative history; (3) background and need for legislation; (4) committee views; (5) the vote in committee; (6) cost estimate; (7) regulatory impact statement; (8) section-by-section analysis; (9) changes in existing law; and (10) minority views. The extensive background and rationale in Section III cover research on the effect of ECE programs, recommendations of education reform reports and policy statements of major education organizations regarding ECE, current federal ECE programs, recent state initiatives in ECE, and the legislative response. Minimum standards for participation in the federal program are specified. (RH)

National Rural and Small Schools Consortium (3rd) (Fort Lauderdale, Florida, March 4-12, 1989).

American Council on Rural Special Education.; National Rural and Small Schools Consortium, Bellingham, WA.

PUB DATE- Mar 89

NOTE- 865p.; For individual papers, see RC 017 258-307.

LANGUAGE- English

EDRS Price - MF06/PC35 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Demonstration Programs; Educational Change; Educational Development; Elementary Secondary Education; Higher Education; Improvement Programs; Preschool Education; Rural Areas; *Rural Education; Rural Schools; *Small Schools; *Special Education; Teacher Education

This proceedings contains the conference program, a list of presenters, and profiles of keynote speakers. Program descriptions are provided for the 10 1989 Exemplary Rural and Small Schools Program award winners chosen by the National Rural and Small Schools Consortium, and for the 7 1989 Exemplary Rural Special Education Program award winners chosen by the American Council on Rural Special Education. This document also contains 74 individual papers. Topics include education and training of special education teachers and rural teachers; transition of handicapped students from school to community; cooperative approaches to meeting rural educational needs with scarce resources, such as networking, technical assistance from education centers or universities, interdistrict sharing, and school-community programs; strategies for improving parent participation; special education teaching methods; mainstreaming in rural schools; improving science instruction in small and rural schools; teacher recruitment and orientation in rural areas; preschool programs for handicapped children and for rural children; and issues related to AIDS and school policy. (SV)

Finn, David M.; Tazioli, Pam

Cleaning Out the Wheelbarrow: Planning Appropriate Assessments for Transition.

PUB DATE- Mar 89
NOTE- 7p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; Coordination; Delivery Systems; *Disabilities; Early Childhood Education; Evaluation Methods; Institutional Cooperation; Program Evaluation; Rural Education; *Special Education; *Student Evaluation; *Transfer Policy; Transfer Students; Young Children

Planning assessment procedures for disabled young children is a concern that grows as the students move from among various community or state agency programs. This paper discusses the issues surrounding interagency transition procedures and introduces a guide for helping agency personnel define problems with the transition process. It also discusses strategies rural providers can use to plan efficient interagency transition procedures and components of assessment tools that facilitate transition. Service providers should begin by being aware of other programs, other services, and their eligibility requirements. Transition pre-planning should be well-documented and specific to the student's needs. Agencies can address their community's interagency transition process by evaluating transition procedures that are currently in place. Once they have identified problems, they can begin to examine solutions. Student assessment is one of the most important factors to be discussed. A number of models might be considered for conducting multi-disciplinary assessments. Once an interactive process for conducting assessments has been chosen, the next step is to select assessment tools to meet agencies' needs. Cooperative or team members should consider the purpose of the assessment, the quality of test materials, and applicability of the instrument to the targeted population. Providers who work together to comprehensively assess the children and families they serve can also eliminate transition redundancy. (TES)

*Teaching Methods

Cooperative group learning involves organizing students in small heterogeneous groups to work on academic assignments. This paper reports a staff development project to implement cooperative group learning for 417 general education middle school and junior high school students, including 41 special education students. To impart cooperative learning skills, a cooperative approach to staff development was used, including teacher support teams, teacher decision-making, and peer coaching. Teachers were involved in project-related decisions on format, class content, and training session schedules. By the end of the year, students in cooperative classes experienced greater decreases in alienation or feelings of estrangement from school, peers, and classroom activities than students in control classes. They also experienced greater feelings of positive interdependence with their classmates than students in control or contrast classes. Special education students in cooperative classes were rated more favorably over the year by their regular class peers; non-handicapped students in cooperative classes also rated one another more positively than students in contrast classes. Teachers were using cooperative learning procedures from 25% to 50% of the time in their classes by the end of the year. They evaluated the project favorably. (DHP)

ED 315 229 RC 017 285

Newbury, Derek R.

The British 1981 Education Act and Its Implementation in a Rural County in Wales.

PUB DATE- Mar 89

NOTE- 13p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Comparative Education; Educational Legislation; Elementary Secondary Education; Foreign Countries; Individualized Education Programs; *Mainstreaming; Rural Education; *Special Education

IDENTIFIERS- *Education Act 1981 (England); *Wales

This paper describes the current British education system as background to a discussion of implementation of the 1981 Education

DESCRIPTORS- Educational Change; Elementary Education; *Elementary School Science; Higher Education; Improvement Programs; *Inservice Teacher Education; Instructional Leadership; Leadership Training; Rural Education; *Science Instruction; Science Teachers; Teacher Education Programs; Teaching Methods; Team Training
IDENTIFIERS- *Elementary Science Education Institute; *Hands On Experience; Tennessee

In a sweeping effort to improve science education in Tennessee, a new curriculum framework was developed that mandated "hands-on" experiences for students, beginning in kindergarten. To smooth out problems in elementary science instruction arising from the mandate, the Center of Excellence for the Enrichment of Science and Mathematics Education at the University of Tennessee at Martin developed training programs and materials. The teacher education program model, called the Elementary Science Education Institute (ESEI), included a four-member team training structure that was central to its success. The ESEI was a response to traditional problems in science education, including the lack of supportive administrators and science specialists in rural areas. Administrators and elementary teachers took part in the two-phase program, which consisted of intensive academic preparation for nine four-member teams, and in-service field training carried out by the teams in their schools and surrounding districts. Science academicians and educators provided the initial instruction. Use of the model produced favorable changes in science content mastery, attitudes toward science, computer literacy, knowledge of the "hands-on" approach, and achievement by the teams' elementary students. Through their participation, ESEI teachers, principals, and superintendents assumed leadership roles. Also, public awareness and support for elementary science education were among the most important benefits the model produced. (TES)

ED 315 242 RC 017 298

Gray, James B., Jr.; And Others
Teacher Use of Word Processing in Rural Special Education.
PUB DATE- Mar 89
NOTE- 12p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

ED 315 255 RC 017 370

Graves, Bill; Bolch, Judy

A Poor Harvest: North Carolina's Rural Schools. A Reprint of Articles Published in The Raleigh News and Observer, March 26-28, 1989.

PUB DATE- Mar 89

NOTE- 14p.; Newspaper reprint (11 inch by 13 inch original size) reduced to 8.5x11 inches for filming.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020) Journal Articles (080)

DESCRIPTORS- *Academic Achievement; Change Strategies; *Disadvantaged Environment; Economic Factors; Educational Innovation; Educational Policy; Elementary Secondary Education; *Poverty Areas; Rural Areas; *Rural Education; Rural Schools; School Community Relationship; Small Schools; Student Motivation; *Student Problems

IDENTIFIERS- *North Carolina; North Carolina (Scotland Neck)

This series of newspaper articles evaluates North Carolina's schools and establishes a relationship between the state's rural poverty and low student achievement levels. Test scores in 1988 are consistently low in all but four of the poorest rural counties. Small schools are disappearing from rural areas. Large schools can offer students more courses and activities, but they tend to alienate students and to generate higher dropout rates. Rural schools tend to draw from larger areas, and no longer serve as a social center for the community. Rural teachers observe lowered student motivation. Schools have tried a variety of strategies to motivate students to read and boost their self-esteem, but the task is difficult. Teachers say when standards are raised, students generally fold rather than buckle down. Relatively few rural high school students go on to college. North Carolina's Basic Education Program increases the investment in rural schools, but fails to improve the situation. Teen pregnancies, suicide, and other social problems usually associated with urban areas are appearing more often in rural systems. Rural teachers often work harder for less pay. One school is experimenting with new strategies, including: structural reorganization; teacher-developed curricula, grade-level alterations, schedule changes, computer-assisted courses, and interdisciplinary approaches. (TES)

Hilton, Thomas L.; And Others
Persistence in Science of High-Ability Minority Students.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ETS-RR-89-28
PUB DATE- May 89
NOTE- 250p.
GRANT- NSF-MDR-8652096
AVAILABLE FROM- Educational Testing Service, Publication Order Service, P.O. Box 6736, Princeton, NJ 08541-6736 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; *College Mathematics; *College Science; *Engineering Education; Gifted; Higher Education; High Schools; Mathematics Education; Medical Education; *Minority Groups; Premedical Students; Science Education; *Secondary School Science; Standardized Tests

This document describes a study of 5,000 minority undergraduate students whose SAT mathematics scores were 550 and above. Background information, high school program, college experience, and the results of two questionnaires were analyzed. Other information was drawn from a national longitudinal database, High School and Beyond (HS&B). Results indicated that high-ability minority students persisted in mathematics, science, and engineering fields to an unusually high degree. This persistence rate was approximately twice the rate of the "all-ability" HS&B sample. The students who did not persist did so because of a combination of individual and environmental variables. Included in this document are: (1) a description of the survey methods; (2) a survey of related research; (3) a summary of the data and results; (4) a discussion of high-ability minority high school students; and (5) a discussion of high-ability undergraduate students' persistence in mathematics, science, and engineering fields. Appendices include a list of fields under study; copies of the questionnaire; letters; a list of the categories of undergraduate schools; statistical details; and summaries of five capsule studies. (CW)

Geometry, 44 items; (3) Algebra (second course), 40 items; and (4) Comprehensive, with 28 items. The paper analyzes student performance on selected items of each test, based on a 20 percent proportional stratified random sample. The analysis focused, in each test, on what the student knew, what the student did not know, and what items made a difference in student performance. Complete copies of all four tests are included in the appendix. (YP)

ED 315 285 SE 051 165

Secondary Textbook Review: Biology and Life Science. Grades Nine through Twelve.

California State Dept. of Education, Sacramento.

REPORT NO.- ISBN-0-8011-0803-9
PUB DATE- 89
NOTE- 826p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($10.75 plus tax).
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Biological Sciences; *Biology; Instructional Materials; Misconceptions; Reading Materials; Science Education; *Science Materials; *Secondary School Science; *Textbook Content; *Textbook Evaluation; *Textbook Selection; Textbook Standards

This reference is intended for teachers who are responsible for selecting textbooks for biology or life science courses. The publication provides reviewers with a compilation of 10 biology and 7 life science textbook reviews. Using this document as a resource, teachers can save valuable time by reducing the number of books they review and pilot studies they conduct. For each textbook series, there is a description of the materials, and reviews of the student edition, the process skills in the student edition, the teachers edition, the laboratory manual, and the teachers edition of the laboratory manual. Factual inaccuracies in the materials are noted. (CW)

outline for the core curriculum, program highlights, evaluation data, and a directory of program coordinators and faculty sponsors. (CW)

ED 315 301 SE 051 182

Barber, Jacqueline; And Others
Bubbleology: Teacher's Guide, Grades 5-9. Great Explorations in Math and Science (GEMS).
California Univ., Berkeley. Lawrence Hall of Science.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 87
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; *Physical Sciences; *Science Activities; Science Instruction; Science Materials; *Scientific Methodology; Secondary School Science; Teaching Guides
IDENTIFIERS- *Bubbles; *Great Explorations in Math and Science

This guide describes six bubble activities for developing a variety of process skills in grades 5-9. Activities included are: (1) "Bubble Technology"; (2) "Comparing Bubble Solutions"; (3) "The Chemistry of Bigger Bubbles"; (4) "Bernoulli's Bubbles"; (5) "Predict-a-Pop" for studying interference; and (6) "Longer-lasting Bubbles." In each activity, time periods for teacher preparation and classroom activity, materials, preparation procedures, observations, discussion, experiments and further research are described with necessary worksheets. Three resource books are listed. Summary outlines of the six activities are provided. (YP)

ED 315 318 SE 051 214

Computers in the Earth Science Classroom.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.; New York City Board of Education, Brooklyn, NY. Office of Technology.

REPORT NO.- Curric.-00-7080-80; ISBN-0-88315-830-2
PUB DATE- 87
NOTE- 159p.
AVAILABLE FROM- Curriculum Production Unit, Office of Curriculum Development and Support, PS 206, Room 310, Neck Road and E. 22 Street, Brooklyn, NY 11229.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Software; *Computer Uses in Education; *Earth Science; Educational Technology; *Microcomputers; *Science Activities; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- Apple II; IBM Personal Computer

The use of computers in classrooms to support and extend instruction is a topic which is being discussed in major educational forums across the United States. Until a few years ago, computer use in schools was the exclusive domain of the mathematics department. Other content areas have now found ways to use computers to enhance their instruction. The purpose of this guide is to give teachers and supervisors a working knowledge of various approaches to enhance pupil learning. It demonstrates some of the many ways in which science departments can use microcomputers to assist teachers in teaching earth science. Computers can be used to enhance the learning process by assisting students in recording and categorizing data, formulating conclusions, and conducting experiments. The 36 activities in this guide are organized into four areas: (1) "Matter on Earth"; (2) "The Composition of the Earth"; (3) "The Atmosphere"; and (4) "The Earth in Space." Also included is a discussion of classroom management techniques and (in the appendices) a glossary, a diskette care guide, information about copying public domain software, a list of software used in this guide, and a list of five additional school district resource centers in the Greater New York Area. (CW)

ED 315 333 SO 020 493

Patrick, John J.
Heritage Education in the School Curriculum.
PUB DATE- 18 Nov 89
NOTE- 17p.; Paper prepared for the National Trust for Historic Preservation and the Waterford Foundation (Waterford, VA, November 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anti Intellectualism; *Cultural Education; Cultural Pluralism; *Elitism; Experiential Learning; Field Trips; *Heritage Education; History Instruction; *Local History; Preservation; *Romanticism; Social Studies
IDENTIFIERS- Built Environments; Cultural Literacy; Historic Sites

There is no need to create a new curriculum in heritage education. Rather, there is an imperative to use the existing curriculum more effectively, to infuse it with the best content on U.S. history and culture, including models of the built environment that embody and reflect the values, aspirations, and achievements of preceding generations. There are at least five pitfalls that heritage educators must avoid, however: (1) Elitism is an overemphasis on the dominant political and social figures in the past that excludes the heritage of the majority of people. (2) Extreme pluralism is an overemphasis on diversity. Such an approach would foster ethnic group separatism and divisiveness in society and diminish national unity and identity. (3) Localism refers to an overriding concern with the history and culture of particular places and promotes parochialism at the expense of cosmopolitanism. (4) Romanticism in heritage education refers to an indiscriminate and uncritical education about the nation's history and culture, which overlooks the blemishes of the past. (5) Anti-intellectualism stems from an overemphasis on experiential learning. Avoidance of these pitfalls can open the way to cultural literacy for students, knowledge of key facts and ideas of a human community needed for intelligent and fruitful participation in the community. Cultural literacy can be enhanced by visiting historic sites. In this way abstractions of the past can be linked to tangible forms of the present, and empathy for people of the past is encouraged. The use of historic landmarks to foster cultural literacy is one of the strongest justifications for historic preservation and heritage education. (JB)

his or her frame of reference. Curricular-instructional gatekeeping is a decision-making process often based on unexamined assumptions and conventions, that is, they are not conscious decisions. Though research relevant to gatekeeping is disparate and sketchy, some conclusions can be drawn and areas in need of research identified. Several studies illustrate specific aspects of gatekeeping by teachers in three domains: (1) the meaning of social studies, (2) planning for social studies, and (3) instruction in social studies. Teachers tend to substitute their own meanings of critical thinking in social studies for that intended by the curriculum developers. There is a general neglect of continuity of lessons by social studies teachers. Though social studies curricula are textbook-based, the instruction is teacher-dominated, therefore there is much variation in gatekeeping from teacher to teacher. It is important to raise the consciousness of teachers about their gatekeeping. (AS)

ED 315 348 SO 020 521

Thornton, Stephen J.; Wenger, R. Neill
Geography in Elementary Social Studies Classrooms.
SPONS. AGENCY- Delaware Univ., Newark.
PUB DATE- 28 Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989). For related document, see SO 020 520.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; Elementary Education; *Geographic Concepts; *Geography Instruction; *Locational Skills (Social Studies); Map Skills; *Social Studies; Teacher Attitudes; *Teacher Expectations of Students; Teaching Methods

The criteria that elementary school teachers use to guide their decisions concerning content, sequence, and instructional strategy in geography and their frames of reference toward geography were examined through interviews and classroom observations. Research indicates that the teacher determines the curriculum that the students actually experience. The criteria that teachers use to make curricular instructional decisions are comprised of an interactive system of beliefs and contextual influences that need

A report by the Council of Ontario Universities presents financial information on 22 church-related colleges, universities, and seminaries which receive financial support from the Ontario government through the university with which they are federated or affiliated. It is part of a three-volume set which includes detailed data on the revenues and expenses and changes in fund balances at all Ontario universities for the fiscal year ending in 1989. The first major section provides summary information for affiliated and federated institutions (with seven tables (e.g., revenue and additions by source and type of fund, actual operating expenses by type of fund by institution, general fund changes in appropriated fund balances, and percentage analysis of revenues by source and by type of fund 1984-85 to 1988-89. In the second major section, financial information for each institution is provided in tabular form (the greater portion of the document). (SM) during a 6-year longitudinal study of 1983 BSU freshmen. Key concepts examined included: (1) degree of differences in background, personality attributes, academic preparation, and commitments that students have when they enroll in college; (2) degree to which students become integrated into the institution's academic system; and (3) the degree to which students become integrated into the institution's social system. Findings indicated the cumulative effects of these variables on college achievement and attrition were substantial though there still remained a large percentage of unexplained variance in the attained GPA and graduation status variables. Sample findings supporting the importance of social integration indicated that GPA means and graduation rates were higher for both athletes and spectators than for other students. Tables providing detailed study data and analyses are attached. 32 references. (DB)

Parents" (Mary New); "Parent Records: Tracking Down and Keeping Track of Parents" (Don Collins et al.); "Parents--Who Needs Them? We Do!" (Barbara Tipsord Todd); "Ask and Ye Shall Receive" (Thomas McNamee); "Parents as Partners in Student Recruitment" (Christine Wilkinson); "Using Parents in Career Assistance Programs" (Sarah Spradlin); "101 Ways to Give Recognition to Volunteers" (Vern Lake); "Using Parents in the Institution's Fund-raising Efforts" (Thomas McNamee and Kristina Schaefer); "Starting Your Program Perfectly" (Ellen Glazerman); "Managing a Parents Annual Giving Campaign at an Independent School" (Carolyn Smith); "Dear Mom and Dad: Please Send Money" (John Detmold); "Parents Funds: Are We Asking Too Much?" "Grandparents are Softies" (Robin Goldman); "Parents as Graduates: Four-year Friends or Long-term Supporters?" (Sarah Yancey); "Last Words: Letting Go While Hanging in There" (Susan Hunt). (DB)

project, analyzes the various concepts of human resource development in relationship to structural and technological change. Part I, "The Knowledge Base of an Industrial Economy" (Gunnar Eliasson), begins with a chapter on conflicting political and social concerns in the industrial economy. The nature and development of industrial knowledge, based on published economic historical materials, are then considered in Chapter II. Chapter III focuses on the emerging knowledge requirements of the modern firm, and Chapter IV discusses how the human capital and industrial knowledge needed may be most efficiently produced in modern society. The first part concludes with a 133-item bibliography; some of the titles are in Swedish. In part II, "New Technology and Human Resources" (Paul Ryan), Chapter V addresses the effects of information technology on job content and skills. Chapter VI considers the implications of information technology for human resource development. A 231-item bibliography concludes the second part. (MES)

Wallin, attorneys, in support of S. 2727; and a news release on a study by Future Computing Inc. on business software piracy, which includes graphs presenting proportions of authorized and unauthorized office software and the impact of unauthorized copies on the office software market. (MES)

*Interactive Video; *Learning Processes; *Videodisks
IDENTIFIERS- ERIC Digests

Interactive video can be a very complex learning system, or it can be a simple tool for teachers to use to enhance their instruction. The term has been used broadly in the literature and includes three major aspects: (1) interactive video as storage; (2) interactive video as hardware; and (3) interactive video as learning concept. This digest describes each of these concepts in detail. The first section discusses the information storage and retrieval capacities of both Constant Angular Velocity (CAV) and Constant Linear Velocity (CLV) videodisks. A scheme for classifying interactive video hardware by "levels of intelligence" (based on a three-level scheme developed by the Nebraska Design/Production Group) is outlined in the second section. Emphasizing learner interaction with visuals, the third section focuses on the advantages of interactive video over other computer-based systems for instructional purposes. (10 references) (GL)

California State Library, and the libraries of the 32 California State Universities, Stanford University, The University of Southern California, the Center for Research Libraries, and the J. Paul Getty Center for the History of Art and the Humanities. Several features of the system are designed to instruct users in accessing the catalog, including "News," "Help," and "Explanation" screens. Supplemental information and instructional materials are provided by two serial publications that are also available on line. The catalog is operational in three modes--"Lookup," the simple mode; "Command," which is faster and more flexible; and "Experimental," which can be added to either of the other two. MELVYL has the following advantages: it is fast, allowing combined concepts and cumulative searching; it is both current and retrospective; and it can be limited by dates, languages, locations, and boolean logic. A major disadvantage is a high rate of failure in subject searching, which may be attributed to the fact that only Library of Congress subject headings are used, and access to the subject heading list is not yet available directly on line. (SD)

the world grows more diverse culturally, even as it becomes more interrelated technologically; and (4) Americans are strongly committed to higher education at a time when education and intellectual leadership in world politics are becoming increasingly important. The American type of democracy has depended on knowledge and grown through books, which are the individual's portable, affordable link with the memory, mind, and imagination of the rest of humanity, and the best guides we have for the exploration of our own basic humanity. Because the American example is so relevant, and because deepened and broadened knowledge has been so central to it, the necessity of getting more of our young people into creative contact with books and reading is an urgent concern for all American libraries. (SD)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Students; Community Colleges; Course Selection (Students); Literature Reviews; Needs Assessment; *Older Adults; Psychological Needs; Student Interests; Student Needs; Two Year Colleges

With a declining pool of youth to draw from, community colleges need to be concerned about what can be done to serve the needs of a burgeoning older adult population. Recent research on the educational needs of older adults reveals that they are interested in: (1) information on such personal business and financial topics as social security programs, pensions, consumer problems, and legal assistance; (2) full- or part-time employment in the fast food industry, computer technology, child day care services, telephone solicitations, and other areas; (3) remaining physically fit, mobile, and independent; (4) opportunities for social interaction; and (5) maintaining positive self-esteem and having a sense of purpose and meaning in life. The literature indicates that many community colleges are currently involved in meeting these needs directly and indirectly. Courses and workshops in retirement planning, housing choices, and financial security are common; job training programs especially designed for older adults are available at several community colleges; and efforts have been made at several schools to expand the traditional physical education curriculum and to attract older adults to dance exercise, swim therapy, and other courses that are suited to their needs. Enrollment in any college program, as well as in these specially designed programs can help older adults make social contacts, maintain their self-esteem, and awaken new interests. (WJT)

high quality faculty and staff, to be active partners in the community's economic development, to provide international business education to support Florida's various economic initiatives; and to maintain and expand lifelong learning opportunities. Concluding comments underscore the value of the plan as a springboard for strategic planning. A map, statutory definitions of the mission of the community college system and of a community college, and a list of the members of the Master Plan Resource Committee are appended. (WJT)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Citizen Participation; Community Involvement; *Compensatory Education; Delivery Systems; Early Childhood Education; Educational Objectives; *Educational Policy; Educational Quality; *Educational Research; Government Role; *Models; Outcomes of Education; *Program Development; *Program Evaluation
IDENTIFIERS- Program Characteristics; *Project Head Start

One of a series of technical papers prepared for the advisory panel of the Head Start Evaluation Design Project, this paper presents information about national Head Start goals, program participants, and the Head Start delivery system. The four stages of Head Start's evolution are described in terms of changes in the characteristics of participants, the delivery system, program strategy, and the evolution of quality controls. Outcome measures for children and families are discussed, and major research and evaluation efforts are summarized. Other research-oriented preschool programs outlined include the Consortium for Longitudinal Studies, the Perry Preschool Project, the Syracuse Study, and the Abecedarian Project. Implications for Head Start are highlighted for these and other early intervention efforts. The paper presents models that might account for salient outcomes and discusses demographic and societal trends which affect Head Start research and evaluation design. It is argued that the design of strategic evaluation options for Head Start must take into account a paradigm shift in early childhood research over the past generation. Concluding material covers increased policy interest in preschool education and child care at federal, state, and local levels. Nearly 90 references are cited. (RH) and methods of the project; and (8) objectives of the colloquy. Conclusions of the general rapporteur point out the colloquy's strong and weak points. The name and affiliation of each of the 210 participants are listed. (RH)

Heller, Kathryn Wolff

A Model for Providing Technical Assistance for Educators of Students with Severe Handicaps in Rural Areas.

PUB DATE- Mar 89
NOTE- 11p.; In: Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. See RC 017 257.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; Higher Education; *Inservice Teacher Education; Institutes (Training Programs); *Methods Courses; Rural Areas; *Rural Education; *Severe Mental Retardation; *Special Education Teachers; Summer Programs; *Teacher Education Programs
IDENTIFIERS- Georgia

This paper discusses a model for providing technical assistance to teachers of students with severe/profound mental handicaps who teach in rural areas. The model, known as the Institute for Educators of Students with Severe/Profound Mental Handicaps, is presently in its second successful year in the state of Georgia. Its unique design provides a practicum and methods course during the summer with follow-up visits to the participants' actual classrooms during the school year. The model design, its evaluation data, strengths and weaknesses, and administrative concerns for implementation are addressed. (Author/TS)

Act in Powys County, Wales. Special education within this system has traditionally occurred off-site of mainstream campuses. Generally, the Act defines special education, imposes on Local Education Authorities (LEAs) the duty to identify and assess the special needs of children, lays down precise procedures for assessment and reporting to parents, and directs the LEA to make available whatever educational support has been agreed upon. Such provision is subject to three conditions: being compatible with the child's special needs, involving no unreasonable expense, and not disrupting the education of other pupils. Apart from limited funding for inservice training, no government spending has been allocated for provision of these services. Development of special education in response to the Act within Powys County is employing a bottom-up model of change, using inservice training, progressive integration of pupils, and integration of providers in the regular program. Initial responses suggest positive outcomes of the program, especially parents' appreciation when their children can attend a neighborhood school. The issue of an adequate curriculum remains, particularly in special needs provision at the secondary level. (DHP)

Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Cooperative Programs; Elementary Secondary Education; Feasibility Studies; Program Evaluation; Rural Education; *Special Education; *Teacher Attitudes; *Word Processing; *Writing Instruction; Writing Research
IDENTIFIERS- Maryland

Seven rural counties on Maryland's Eastern Shore cooperated in a 3-year project to determine the feasibility of using microcomputers to instruct special education students in writing skills. All 42 participating teachers received inservice training in teaching writing to special education students; the 26 teachers in the experimental group were also trained in computer use and word processing. Students came from grades 4-12, with the majority from grades 4-9. About half of the classes contained 10 or fewer students and half contained 11-20. Private businesses donated 50 reconditioned outdated Apple computers. In the first phase of project evaluation, experimental-group teachers completed attitude surveys about the practical aspects of using microcomputers and word processing programs. Results showed generally positive teacher perceptions of the project: 77-88% were satisfied with the software program, software training, and technical assistance, but only 50% were satisfied with the equipment. Teachers indicated that word processing had an important positive effect on the writing skills of their mildly handicapped students. Future evaluations will focus on objective measures of change in student writing skills and followup observations of teachers' classroom practices. This paper contains three data tables. (SV)

ED 315 334 SO 020 496

Tucker, James F.
You and Foreign Money.
Federal Reserve Bank of Richmond, Va.
PUB DATE- Jul 88
NOTE- 17p.; For related documents, see SO 020 497-499. Color illustrations may not reproduce well.
AVAILABLE FROM- Public Services Department, Federal Reserve Bank of Richmond, P.O. Box 27622, Richmond, VA 23261 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Consumer Education; Economics; Economics Education; *Foreign Countries; International Trade; *Monetary Systems; *Social Studies
IDENTIFIERS- *Money

Foreign currency units, exchange rates, the international payments process, and spending money abroad are discussed briefly in this booklet to help teachers explain the international economy. Thirty-two countries are listed with their respective currency units, some of which are illustrated. A chart shows the average yearly exchange rates between U.S. dollars and the currency units of selected nations during the 10-year period 1978-1987. The reason for changes in exchange rates are explained. A diagram illustrates the international payments process, and the use of travelers checks for spending money abroad is discussed. (JB) to be understood holistically. After an initial interview of 40 minutes, each of 3 experienced teachers was observed for 6 weeks for a total of 21 hours. The study was conducted at a metropolitan area school (in a mid-Atlantic state), where most students were from the lower half of the socio-economic scale. In all the observed classrooms, evaluation of student learning focused on facts and skills. Within the constraints of the curriculum guide and available materials, the teachers made subject matter choices less on the basis of their conception of what social studies should be ideally than as the product of three interlocking elements of their frames of reference. The elements were: (1) a commitment to coverage of major facts and skills in the textbook, (2) low expectations for what children are capable of learning, and (3) their beliefs about the subject of geography. The teachers seldom examined their frames of reference. This combination of unexamined assumptions and the interactive character of a frame of reference explain why geographic education has remained dominated by recitation of facts and skills even though reformers agree on the need for a geography curriculum that is more focused on geographic relationships. If relationship geography is to be implemented, major efforts will be needed to assist teachers to reflect on what they do, why they do it, and what educational effects this has. (JB)

ED 315 349 SO 020 522

Lyman, Larry
Teaching Geography Using Cooperative Learning.
PUB DATE- 21 Oct 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Texas Council for the Social Studies (37th, Richardson, TX, October 21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperation; *Cooperative Learning; Elementary Education; Geography; *Geography Instruction; *Group Activities; Group Dynamics; *Grouping (Instructional Purposes); Group Unity; Learning Activities; *Social Studies; *Student Projects; Teamwork

Cooperative learning is a teaching strategy that promotes the positive interaction of children in small, heterogeneous groups. Each group contain three or four students of varying achievement levels, backgrounds, socio-economic status, and sex. Cooperative learning processes promote student motivation, build group skills, foster social and academic interaction among students, and reward successful group participation. In cooperative learning teams, low achieving students can feel successful by making positive contributions to the group. Cooperative learning is relatively easy to implement and is not expensive. When used appropriately, it improves student behavior and attendance, and increases positive attitudes toward peers and school. Success is more likely when the teacher devotes some time to building a classroom climate conducive to cooperation and mutual respect. This can be done using short, high interest activities with a high probability of student success as "group builders." Four examples of geographic group building activities are given. Once the groups are formed, cooperative learning projects can be designed to meet the needs of a particular group of students. The material should be organized to encourage students to work together, but individual accountability also should be maintained. The teacher should teach the skills necessary for effective group work. Four examples of cooperative projects are presented. A list of eight references is included, and three

ED 315 363 SO 020 565

Michigan Social Studies Textbook Study (1988): A Review and Evaluation of Selected Middle School Textbooks (Grades 5-7).

Michigan State Board of Education, Lansing.

PUB DATE- Jul 89

NOTE- 106p.; For related document, see SO 020 566.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Evaluation Criteria; Geography; Grade 5; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Middle Schools; Public Education; *Readability; Scholarship; *Social Studies; State Surveys; *Textbook Content; *Textbook Evaluation

IDENTIFIERS- *Michigan

Five seventh grade and four sixth grade social studies textbooks most commonly used in Michigan public schools were examined (1) to determine the extent to which these textbooks reflected the pluralistic nature of the global society, past and present, and (2) to ascertain the quality of scholarship, educational soundness, and readability levels. The major findings were: (1) The textbooks tended to be primarily geography textbooks; (2) The quality and design of the textbooks were good and many supplementary activities to encourage greater student involvement in learning were included; (3) Many interesting readings and special skill development activities were inserted in the textbooks to accompany the printed subject matter; (4) There were many attempts to encourage students to think and to work in groups; (5) Most textbooks placed too much emphasis on presenting factual information to be memorized; (6) It appeared that reputable scholars in specific regional areas were not used as writers/consultants; (7) The regional areas were somewhat inadequately presented; (8) The diversity of peoples within the regional areas was sometimes weakly presented; (9) Controversial issues were either avoided or presented in a rather antiseptic manner; and (1) The interests, capabilities, and needs of seventh graders were not considered enough in the development of the textbooks for that grade. The document includes a summary of recommendations for action, a list of the books reviewed, a list of the reviewers, and the evaluative criteria checklists used by the reviewers. (JB)

ED 315 377 SO 020 797

Hammack, David C.; And Others

The U.S. History Report Card: The Achievement of Fourth-, Eighth- and Twelfth-Grade Students in 1988 and Trends from 1986 to 1988 in the Factual Knowledge of High-School Juniors.

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-088685-097-5; NAEP-19-H-01

PUB DATE- Apr 90

NOTE- 124p.

GRANT- 008720335

AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541-00001.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Achievement Rating; Comparative Analysis; *Comprehension; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; *History Instruction; *Knowledge Level; *National Surveys; Student Evaluation; Students; Teaching Methods; Trend Analysis; *United States History

IDENTIFIERS- National Assessment of Educational Progress

Each of the three parts of this report provides a somewhat different perspective on U.S. students' knowledge and understanding of U.S. history. Part 1 summarizes the assessment performance of approximatley 16,0000 fourth-, eighth-, and twelfth-grade students based on the National Assessment of Educational Progress U.S. history proficiency scale. Chapter 1 uses this measure to summarize the levels of proficiency displayed by students in the 1988 assessment, offering an overview and examples of their knowledge and understanding. Chapter 2 compares U.S. history proficiency across the grades and across subpopulations defined by race/ethnicity, gender, region, and other characteristics. Part 2 of the report takes a closer look at the assessment results. The

ED 315 392 SP 031 878

Langford, John W.; Seaborne, Katharine
Teaching Professional Ethics at a Distance.

PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Abstract Reasoning; *Course Objectives; *Distance Education; *Ethical Instruction; Foreign Countries; Higher Education; Independent Study; Interaction; Professional Education; Public Administration Education; *Student Evaluation; *Teaching Methods; Values Education
IDENTIFIERS- British Columbia (Victoria)

In this discussion of ethics instruction in a distance education course the question is raised of how to develop a "fit" between the objectives of a course and the strategy for instruction, interaction, and evaluation. The paper discusses specific problems confronting distance education course planners. First, while the objectives of professional ethics courses appear to be obvious, they are, in fact, often unstated and obscure even to the instructor. Can the course planner clarify what a particular course is trying to achieve? Are there any typologies which might assist in this process? Second, depending on its objectives, each ethics course will require its own unique blend of instruction and interaction. Are the techniques and technologies required to develop the correct "mix" available to the course planner? In particular, can the interaction required by most ethics courses be transposed effectively and at reasonable cost from the classroom to the distance mode? Finally, when one is talking about right and wrong, grading becomes a problem. Are any evaluation techniques especially relevant to professional ethics courses offered at a distance? These considerations are discussed in the context of a description of three distance courses developed at the University of Victoria. What emerged from this experience is the fact that ethics courses can have quite radically different objectives, thus illustrating the potential dimensions of the goal identification dilemma. (JD)

ED 315 409 SP 032 005

Humphrey, Gloria S.; Trotter, Jennie C.
Feelings, Body Changes and Stress. A Curriculum for Pre-Schoolers on Stress Education.
National Council of Negro Women, Atlanta, GA.
PUB DATE- 88
NOTE- 129p.
GRANT- 1H84-AD00970-01
AVAILABLE FROM- Pre-School Stress Relief Project, P.O. Box 42481, Atlanta, GA 30311 ($40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anger; *Coping; High Risk Students; Mental Health; Preschool Curriculum; Preschool Education; Relaxation Training; Self Esteem; *Stress Management; *Stress Variables; *Young Children

The Pre-School Stress Relief Project (PSSRP) is a primary mental health and substance abuse prevention project developed to provide training, consultation and educational resources in stress management. The Project's goal is to enable teachers to instruct high risk pre-schoolers in developing positive coping skills for stress reduction in their lives by learning coping skills early. Although the project is aimed at high risk children, the program can be used to teach all young children positive coping skills for dealing with changes in their lives. The curriculum is divided into six lessons: (1) I am a good person; (2) feelings and you; (3) your body changes with stress; (4) good ways to get anger out; (5) deep breathing and relaxation; and (6) Yoga exercises. The format of each lesson is as follows: (1) topic; (2) general objective; (3) behavioral objective; (4) suggested time period; (5) materials needed; (6) equipment needed; (7) key words/glossary; (8) procedure; (9) video questions and answers; (10) suggested activities; and (11) resources. The lessons are followed by a section on resources which includes: follow-up activities; a bibliography on children and stress; albums and tapes; and children's prevention programs. (JD)

ED 315 425 TM 014 440

Grist, Susan; And Others
Computerized Adaptive Tests. ERIC Digest No. 107.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 3p.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Ability Identification; *Adaptive Testing; *Computer Assisted Testing; Computer Uses in Education; Elementary Secondary Education; *Individual Testing; Test Construction; Testing Problems; *Test Use
IDENTIFIERS- ERIC Digests

Computerized adaptive tests (CATs) make it possible to estimate the ability of each student during the testing process. The computer presents items to students at the appropriate level, and students take different versions of the same test. Computerized testing increases the flexibility of test management in that: (1) tests are given on demand and scores are immediately available; (2) differences among administrators cannot affect scores and trained administrators are not needed; (3) tests can be individually paced; and (4) test security is increased. Computerized testing also offers options for timing and formatting, increases efficiency, and can provide accurate scores over a wide range of abilities. Some limitations to CATs are considered. CATs are not appropriate for some subjects and skills. Hardware limitations restrict the types of items that can be administered by computer, and many schools simply do not have the resources to administer CATs. A relatively large sample is needed to norm test items; comparable scores depend heavily on the quality of the estimates of item characteristics because each student answers a different set of items. The military

ED 315 439 TM 014 462

Campo, Stephanie F.
Alternative Logics for Estimating whether Research Results Will Generalize.
PUB DATE- Nov 88
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Effect Size; *Estimation (Mathematics); Evaluation Methods; *Generalizability Theory; *Methods Research; *Sampling
IDENTIFIERS- Cross Validation; *Efrons Bootstrap; *Jacknifing Technique; Tukeys Test

Three procedures for evaluating the sampling specificity of results are reviewed. These procedures are Tukey's jacknife technique, Efron's bootstrap technique, and cross-validation methods. The jacknife technique uses different subsamples derived from the original total data set to provide empirical estimates of the generalizability of effect sizes. The bootstrap technique estimates the statistical accuracy of effect size estimates and creates a megafile by copying the original data sample over and over again many times. The researcher then randomly selects a given number of bootstrap samples of size "n" from the megafile. The effect size is computed for each bootstrap sample; these correlation coefficients are treated as a distribution from which statistical estimates of result stability are derived. Cross-validation methods involve the arbitrary splitting of a sample. Prediction equations developed for each group are crossed so that each group will use the other group's prediction equations. A small data set is used to illustrate in more detail how the cross-validation procedure is performed and interpreted. Two data tables and sample Statistical Analysis System commands are provided. (TJH)

ED 315 453 TM 014 483

Gottfredson, Gary D.
The Internal Structure and Correlates of Some School Climate Measures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
GRANT- OERI-G-90006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Educational Environment; Elementary Secondary Education; *Individual Differences; *School Effectiveness; Social Psychology; Teacher Attitudes; Teacher Characteristics; *Test Reliability
IDENTIFIERS- *Alpha Coefficient; *Effective Schools Battery; Internal Consistency

J. M. Richards (1989) has demonstrated that when individuals' reports about environments are aggregated to create environmental measures, the use of coefficient alpha to estimate single occasion reliability can be misleadingly elevated and that alpha cannot distinguish an environmental measure from a "disguised measure of individual differences." In this paper, the split-sample reliabilities of the Effective Schools Battery teacher psychosocial climate and population measures are examined. These reliabilities are compared with school-level alpha coefficients and with 1-year and 2-year retest reliabilities previously reported. Split-sample reliabilities are usually somewhat smaller than the alpha coefficients calculated at the school level for psychosocial climate measures, but they are nevertheless generally substantial. Population measures also show substantial split-sample reliabilities, implying that teachers are clustered within school environments in ways that are associated with their personal characteristics (individual differences). Five tables showing selected results from an examination of the correlates of these

ED 315 466 UD 026 776

Educational Services for Homeless Children and Youth.
Massachusetts State Dept. of Education, Boston.
PUB DATE- Mar 89
NOTE- 40p.; Contains occasional faint type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Educational Needs; Elementary Secondary Education; Federal Legislation; *Homeless People; Information Needs; *Program Administration; Program Budgeting; Program Descriptions; Program Development; Program Implementation; Social Services; *State Programs; Student Needs; Student Records; Student Transportation; Surveys; Welfare Services
IDENTIFIERS- *Massachusetts; Stewart B McKinney Homeless Assistance Act 1987

This report outlines the Commonwealth of Massachusetts' plan to address the educational needs of homeless children and youth, as required by the Stewart B. McKinney Homeless Assistance Act. The major purpose of the plan is to guide local education agencies and supply them with resources as they attempt to meet the educational needs of homeless children, to clarify the Massachusetts Department of Education's policies regarding the education of homeless students, and to describe future goals and strategies. The plan's major sections address the following issues: (1) students' district of attendance and general educational services; (2) transportation to and from school; (3) transfer of school records; (4) tutorial services; (5) services for homeless children who find permanent housing during the school year; (6) inservice training for school personnel; (7) interagency cooperation; (8) resolution of disputes and assurance of compliance; (9) dissemination of information; (10) annual data collection; and (11) a Homeless Advisory Committee. Each of the sections consists of the following components: (1) title and brief description of the issue; (2) McKinney Act regulations pertaining to the issue; (3) existing Massachusetts statutes and regulations pertaining to the issue; (4) Massachusetts Department of Education's policy pertaining to the issue; (5) goals and objectives to address the issue; and (6) proposed activities/timetables. Appendices provide the following: (1) a list

ED 315 480 UD 027 245

George, Eric
Jefferson County Schools within Student Compliance Guidelines for First Time but Segregation Exists in Almost All Advance Programs 1987-88. Staff Report 88-9.
Kentucky Commission on Human Rights, Louisville.

PUB DATE- Jul 88
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; Advanced Placement Programs; *Black Students; *Black Teachers; Elementary Secondary Education; Enrollment Trends; Program Evaluation; *Racial Distribution; Racially Balanced Schools; Racial Segregation; *School Desegregation; *School Statistics; Teacher Distribution
IDENTIFIERS- Jefferson County Public Schools KY

This paper reports on the status of desegregation of students, teachers, administrators, and central office personnel in the Jefferson County Public Schools (Kentucky) for the 1987-88 school year. The report indicates that although all schools were brought within the student enrollment guidelines for the 1987-88 school year, many problems remain unsolved. The following desegregation problems are discussed: (1) student enrollment at some schools still does not meet state distribution guidelines; (2) advanced programs and black teachers and administrators are still being segregated; (3) segregated advanced programs are used to offset racial imbalance in regular programs; (4) inner-county schools still have the highest black-student percentages while outer-county schools still have the lowest, and both regions are losing black students; (5) the student ethnic and racial profile is inconsistently reported across schools; (6) new black teachers are still being assigned to predominantly minority schools; (7) the increase in number of black teachers and administrators in the school system is slow; and (8) a disproportionate number of black administrators are assigned to inner- and outer-county schools. Nine graphs are included. Tables of data on student enrollment, teacher and administrator distribution, and students in regular and

ED 315 493 UD 027 272

Bucke, Judith, Ed.
Retention Strategies.
City Univ. of New York, NY. Office of Student Affairs and Special Programs.
PUB DATE- 86
NOTE- 186p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Academic Persistence; Black Students; College Bound Students; *Compensatory Education; *Counseling Techniques; English (Second Language); Higher Education; *High Risk Students; High Schools; Mentors; Program Effectiveness; Remedial Instruction; *Research Needs; *School Holding Power; Special Programs; Undergraduate Students
IDENTIFIERS- City University of New York

This report discusses strategies to increase the retention rate of students in the following Special Programs sponsored by the City University of New York: (1) Search for Education, Elevation and Knowledge (SEEK); (2) the College Discovery Program (CD); and (3) the College Discovery and Development Program (CDDP). Section 1 covers strategies used for high school level students. Section 2 describes strategies used for entering freshmen. Section 3 covers the following special curricula: (1) English as a Second Language; and (2) MAPES (Minority Assistance Program in Engineering and Science). Section 4 presents research approaches to studying retention strategies. Section 5 discusses counseling workshops and practices for the following student groups: (1) single parents; (2) families and significant others; (3) black males; (4) study groups; and (5) high school and college counselors. Section 6 is comprised of responses from Special Programs students. Notes on contributors are included. A copy of an Educational Development Plan is appended, along with 71 references. (JS)

sources for geographical group builders are noted. (JB)

ED 315 350　　　　SO 020 523

Harari, Raymond A.; Wolowelsky, Joel B.
Report on the Development of the Four-Year Halakhah Program of the Yeshivah of Flatbush Joel Braverman High School.
PUB DATE- Sep 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Curriculum Development; *High Schools; Jews; *Judaism; *Parochial Schools; Relevance (Education); Religious Education
IDENTIFIERS- *Jewish Law

Each year, all students at the Yeshivah of Flatbush Joel Braverman High School (Brooklyn, New York) take a minimum of 17 periods of Jewish Studies in addition to a full program of secular studies. Halakhah (Jewish law) used to be taught within the Talmud class, but teachers often relied on the fact that students had absorbed the basic lexicon of Halakhic terminology at home and gave it a cursory treatment in class. But because students came from a wide spectrum of homes, many lacked the basic skills and vocabulary of Halakhic studies. In addition, teachers generally taught Halakhah from their own perspective of Halakhic observance, and some traditions were thus being ignored. In order to address these problems, a four-year curriculum in Halakhah was instituted. This document describes the goals of the program, gives an outline of the program, describes the teaching staff and their preparation for the program, and discusses how the program was refined. A series of tests and classroom observations indicated that the students did not have the desired skills before the course, but by its completion they had mastered these skills and understood the basic structure and development of the Halakhah. A summary test administered to graduating seniors and covering all four years' work indicated that there was a high retention rate. Parents and students have commented on the serious attitude that students now have toward the study of Halakhah. Sephardic students and their parents have praised the program for presenting Sephardic customs and traditions as having equal standing with those of the dominant Ashkenazic community. (JB)

ED 315 364 SO 020 566

Michigan Social Studies Textbook Study (1988): A Review and Evaluation of Selected Middle School Textbooks (Grades 5-6).

Michigan State Board of Education, Lansing.

PUB DATE- Jul 89
NOTE- 105p.; For related document, see SO 020 565.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Evaluation Criteria; Grade 5; Grade 6; Intermediate Grades; Public Education; *Readability; *Religion; Scholarship; *Social Studies; State Surveys; *Textbook Bias; *Textbook Content; *Textbook Evaluation
IDENTIFIERS- *Michigan

Five fifth grade and five sixth grade textbooks commonly used in Michigan public schools were examined to determine the extent to which they (1) reflected the pluralistic nature of the U.S. society and also (2) showed scholarship, educational soundness, and appropriate readability. Six of eight independent and qualified educators reviewed and rated textbooks on bias; one on scholarship and religion; and one on educational soundness and readability. All ratings were done according to criteria previously developed and used by the Michigan Department of Education. This report includes a description of the study, reviewers' narrative reports, and summaries of findings and recommendations. The major findings were: (1) On the whole, the textbooks examined recognize pluralism as one characteristic of the U.S. society, and treated positively the several racial, ethnic, and religious groups, men and women, and the handicapped in the United States; (2) The textbooks were less successful in treating some groups than others (Blacks and women were included, but Native Americans of the present, Hispanics, Asians, and the handicapped were either under-represented or not portrayed clearly); (3) Fifth grade textbooks needed smoother or more coherent ways of including the various groups of our society; (4) Scholarship in fifth grade textbooks was considered at least adequate and sometimes strong; and (5) Publishers seemed to have tried to produce textbooks with readability levels suitable for students at the fifth and sixth grade levels, but with varying degrees of success. The document includes the evaluative criteria checklists used, lists of the books reviewed and the reviewers, and summaries of findings and recommendations. (JB) chapters in this section provide information not only on the results of the assessment of students in grades 4,8, and 12, but also on trends in the performance of approximately 2,300 eleventh-grade students, based on a special study conducted in 1986 and 1988. Chapter 3 explores students' knowledge of historical periods, chronology, documents, and persons, while chapter 4 summarizes their familiarity with the historical contexts of political and economic life as well as of cultural, social, and family life. Part 3 describes the amount and nature of social studies and U.S. history instruction reported by students who participated in the 1988 assessment and in the special trend assessment. Chapter 5 summarizes the extent of students' instruction in these subjects, and chapter 6 reports on various aspects of this instruction--particularly the topics studied and the prevalence of various instructional activities. Many tables of statistical data are included. (JB)

SP

ED 315 378 SP 031 393

Johnstone, Margaret
Stress in Teaching. An Overview of Research.
Scottish Council for Research in Education.
REPORT NO.- ISBN-0-947833-29-3
PUB DATE- 89
NOTE- 58p.
AVAILABLE FROM- Scottish Council for Research in Education, 15 St. John Street, Edinburgh, Scotland EH8 8JR (L4.20).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Faculty Workload; *Stress Management; *Stress Variables; *Student Behavior; Teacher Burnout; Teacher Characteristics; *Teaching Conditions

This booklet provides a succinct survey of studies on stress in relation to teaching, centering around British research. It

ED 315 393 SP 031 886

Price, John L.; Mann, George
Thinking Skills and Propaganda Detection.
PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Bias; Consumer Protection; *Critical Thinking; Elementary Secondary Education; *Mass Media Role; *Politics; *Propaganda; Television; *Thinking Skills

This paper points out that one of the most appropriate and needed areas in which students should engage in critical thinking is in their everyday responses to messages aimed at them in attempts to persuade and convince them to buy or believe something. Ten commonly used tactics noted in the media are described. Examples are given of slanted or distorted messages from the field of advertising. It is emphasized that critical thinking and discernment must be practiced constantly when encountering political messages that may be misleading or deceiving. (JD)

ED 315 394 SP 031 887

Price, John L.; And Others
A State Entry-Year Teacher Program and Teacher Education.
PUB DATE- Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

ED 315 410 SP 032 019

Kowalski, Theodore J.; And Others
Case Studies on Teaching. Instructor's Manual.
REPORT NO.- ISBN-0-8013-0234-X
PUB DATE- 90
NOTE- 133p.
AVAILABLE FROM- Addison Wesley Publishing Co., Jacob Way, Reading, MA 01867 (Restricted to teachers only. Order by code number 75890-3).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Teachers; *Classroom Techniques; Diagnostic Teaching; *Discipline; Elementary Secondary Education; Peer Relationship; *Problem Solving; Student Motivation; Teacher Student Relationship; *Teaching Experience; Teaching Styles; *Theory Practice Relationship

This instructor's manual is designed to augment the textbook, "Case Studies on Teaching", and was developed for use by the instructor to deepen and broaden students' analysis of the case studies. The text presents 36 case studies, based on data gathered from first-year teachers that provide direct involvement with some of the most common and important experiences new teachers face. The cases cover a wide range of topics, including how to choose the right first job; how to plan and implement instruction; how to cope with pressure from colleagues, parents, and administrators; how to face a teachers' strike; and how to assess and evaluate both students and self. In this manual, an overview is presented of each case, highlights are offered on factors that should be considered in the case, potential responses from teachers addressing the case are considered, and suggested readings are listed. (JD)

ED 315 411 SP 032 023

Austin, Gregory A., Ed.
Prevention Goals, Methods, and Outcomes. Prevention Research Update, Number One/Fall 1988.

has been among the pioneers in using CATs and at least two public school systems have begun to use them. A list of six organizations involved in computerized adaptive testing is included. (SLD)

ED 315 426 TM 014 441

Childs, Ruth Axman
Constructing Classroom Achievement Tests. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-TM-89-8
PUB DATE- Nov 89
NOTE- 3p.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Achievement Tests; Behavioral Objectives; Classroom Techniques; Multiple Choice Tests; Standardized Tests; *Teacher Made Tests; Teacher Role; *Test Construction; Test Format; Test Interpretation
IDENTIFIERS- ERIC Digests; Paper and Pencil Tests

Commercial achievement tests often provide limited instructional guidance and seldom provide feedback specific to any given classroom. The most instructionally relevant achievement tests are those developed by an individual teacher for use with a particular class. This digest describes the steps of test construction and presents suggestions for interpreting the outcomes of the achievement tests. The first steps involve identifying what the students should have learned and designing the test. The learning objectives emphasized determine the material to include and the form the test will take. Once the objectives have been designed, the second step--writing the questions--can be attempted. General principles of test construction are reviewed. Guidelines for construction of multiple-choice tests, probably the most difficult to construct, are also given. The third step is a final check and review of the finished test. Considering the questions related to

ED 315 440 TM 014 463

Campo, Stephanie F.

Canonical Correlation as the Most General Parametric Method: Implications for Educational Research.

PUB DATE- Jan 90

NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Software; *Educational Research; *Heuristics; *Multivariate Analysis

IDENTIFIERS- *Parametric Analysis; Statistical Analysis System; Variance (Statistical)

All parametric methods are special cases of canonical correlation analysis and can, in fact, be performed using the canonical correlation procedures found in commonly available computer statistics packages such as the Statistical Analysis System (SAS) software. It is suggested that canonical analysis has advantages of versatility since it can accommodate various levels of scale and does not require that variance be discarded or that variable relationships be distorted. In addition, it has advantages of scientific parsimony since the analysis is also a variable reduction technique not unlike principal components analysis. Finally, canonical correlation analysis has heuristic value since it provides a framework that allows educational researchers to understand how all parametric methods are related. A small data set and the accompanying SAS program are presented, and it is established through concrete demonstration that canonical analysis does subsume other methods as special cases. Fourteen data tables and sample SAS commands are included. (Author/TJH)

ED 315 441 TM 014 466

Morgan, Rick

An Examination of the Relationships of Academic Coursework with Admissions Test Performance. College Board Report No. 89-6.

school environment and teacher population measures with student scholastic performance, attendance, and dropout are included to stimulate interest in a related research report. Fifteen references and two figures are included. (Author/TJH)

ED 315 454 TM 014 488

1988-89 BSAP Results.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Sep 89
NOTE- 254p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Basic Skills; Educational Assessment; Elementary Secondary Education; Graduation Requirements; Mathematics Achievement; *Mathematics Tests; Reading Achievement; *Reading Tests; Standardized Tests; State Programs; Testing Programs; *Test Results; *Writing (Composition)
IDENTIFIERS- *Exit Examinations; *South Carolina Basic Skills Assessment Program

The South Carolina Basic Skills Assessment Program (BSAP) measures 16 basic skills objectives as mandated by legislation enacted in 1978. The BSAP Reading and Mathematics Tests were administered April 17 through 21, 1989. The tests for grades 1, 2, 3, 6, and 8 consisted of 6 multiple-choice questions for each of the 11 objectives in reading and mathematics. The Exit Examination, a requirement for high school graduation beginning in 1989-90, consists of 10 items for each of the objectives. In 1989, the percentage of students meeting the standard in reading varied from 74.4 in grade 8 to 87.1 in grade 1. Significant increases were noted in each grade, with the greatest increase in percentage of students meeting the requirements in grades 2 and 8, at approximately 23%. The Exit Examination in reading was passed by 83.6% of first time takers (grade 10). In mathematics, the percentage of students meeting the standard ranged from 73.5% in grades 6 and 8 to 91.5% in grade 2, and 81.4% passed the Exit Examination. Increases were found for each grade. On the BSAP writing test, administered to grades 6 and 8 and at the Exit level, 78.3% of grade 6, 82.8% of grade 8, and 79.1% of grade 10 Exit examinees passed. There are 10 figures illustrating passing percentages. Six appendices consisting of 129 pages of tables of Homeless Advisory Committee members; (2) memos from Commissioner of Education, October 1988, January 1989; (3) list of Regional Education Center homeless liaisons and breakdown of regions; and (4) 18-month timeline of proposed activities. (BJV)

ED 315 467 UD 027 145

Penfield, Joyce
The Hispanic Student: Questions & Answers.
PUB DATE- Aug 89
NOTE- 119p.; Uneven type quality may affect legibility.
AVAILABLE FROM- Penfield Associates, P.O. Box 4493, Highland Park, NJ 08904 ($17.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Teachers; Child Rearing; Cultural Background; Cultural Differences; Cultural Traits; English (Second Language); Grammar; *High Risk Students; Hispanic American Culture; *Hispanic Americans; *Inservice Teacher Education; *Language Acquisition; Literacy; *Multicultural Education; Spanish; Subcultures; *Teaching Methods
IDENTIFIERS- *Hispanic American Students

This guide provides answers to teachers' questions about Hispanic students. Its purpose is to provide a conceptual foundation for educators, and to sensitize and inform teachers of the plight of Hispanic students by making them aware of the students' historical, cultural, economic, language, and educational backgrounds. The following sections are included: (1) "Introduction"; (2) "Demographics"; (3) "Diversity in the Hispanic Community"; (4) "Literacy"; (5) "The Classroom"; (6) "The Professions: ESL & Bilingual Ed."; (7) "Culture"; (8) "Child Rearing and Parenting"; (9) "Language Acquisition"; (10) "Spanish & English: Differences"; and (11) "Grammatical Errors." Six tables and one figure are included, along with a list of 75 references. Teaching pointers on the following topics are appended: (1) "False Cognates"; (2) "Common Grammatical Errors"; and (3) "Useful Spanish Terms." (JS) advanced programs are presented on four appendixes. A bibliography with 14 related publications is provided. (JS)

ED 315 481 UD 027 254

Gibbons, Michael
Magnet School Continuation Project. Final Evaluation Report for 1988-89.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Trends; *Magnet Schools; Minority Group Children; Nontraditional Education; *Parent Participation; *Personnel Evaluation; Program Evaluation; *School Demography; Teacher Attitudes; Teacher Qualifications; Urban Schools
IDENTIFIERS- *Ohio (Columbus)

The Columbus (Ohio) 1988 Magnet Schools Continuation Project needs to encourage greater parent involvement by encouraging parent-teacher organizations and informing parents of their children's accomplishments. Major objectives were to enhance the core instructional program, to provide parents with an active partnership experience in their children's education, and to finalize the teaching staff. Evaluation was based on a comparison of enrollment and staffing in the magnet schools with non-magnet schools and the district as a whole, and on analysis of a survey measuring teacher satisfaction at the magnets. The following major findings are reported: (1) enrollment in the magnets was below capacity; (2) enrollment by sex at the magnets was comparable to the district proportions, but minority student enrollments were below the districtwide average; (3) the average daily attendance rate for the magnets was below target; (4) the discipline rate for the magnets was less than half that for the district; (5) performance on districtwide tests by magnet students was not significantly better than for non-magnets; (6) only one magnet parent-teacher association had an acceptable membership level; (7) Parent Conference Day attendance levels were not acceptable at any magnet; (8) all magnet teachers were state-certified and had training and experience in appropriate curricular areas; (9) two of the magnets did not have acceptable percentages of minority group

ED 315 494 UD 027 276

Ratteray, Joan Davis; Shujaa, Mwalimu
Dare To Choose: Parental Choice at Independent Neighborhood Schools. Executive Summary.
Institute for Independent Education, Inc., Washington, DC.
REPORT NO.- ISBN-0-941001-11-3
PUB DATE- May 87
NOTE- 39p.; For full report, see UD 027 277.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Black Education; Educational Practices; Elementary Secondary Education; Minority Groups; Multicultural Education; *Neighborhood Schools; *School Choice; Urban Education

There have been reports in the literature for several years that there are hundreds of independent neighborhood schools in existence, meeting the academic and social needs of Black, Hispanic, Latino, and Native American children who live primarily in urban areas all across this nation. They have long been an important expression of self-help especially among African-Americans. The American dilemma in education derives in part from the dispute between Americans of European descent and Americans from other racial and ethnic groups who are referred to as "minorities" even though they are a majority of the world's population. The issues governing education, therefore, are issues of cultural dominance and power. They are issues of: (1) access (whether certain categories of people should receive a serious academic education at all); (2) content: what will be taught in schools and who will establish this curriculum; and (3) context: from what socio-cultural perspective will children be taught. Independent schools were established in part so that "minority" groups could have input into these and other educational issues. These schools, which are usually preschool through eighth grade, are successful in replacing negative social behavior with positive academic achievement. Teachers design many of the teaching materials, and a majority live in the school community. The children's families often make great financial sacrifices to pay tuition, yet the schools make efforts to keep the fees moderate. Social reform is the basis on which many of these schools are founded. Genuine structural and organizational differences exist between independent schools and public schools. This report includes five figures and 15 tables which depict statistical data about independent schools operated mainly by African Americans. (VM)

ED 315 351   SO 020 532

Van Sickle, Ronald L.; Hoge, John D.
Problem Solving in Social Studies: Concepts and Critiques.
PUB DATE- 10 Nov 89
NOTE- 41p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (69th, St. Louis, MO, November 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Psychology; *Cooperative Learning; Critical Thinking; Decision Making; Decision Making Skills; Elementary Secondary Education; *Instructional Effectiveness; Metacognition; *Problem Solving; Program Effectiveness; Schemata (Cognition); *Social Studies

Recent developments in the field of cognitive psychology, particularly in the area of information processing, have shed light on the way people think in order to make decisions and solve problems. In addition, cooperative learning research has provided evidence of the effectiveness of cooperatively structured group work aimed at problem solving. This paper identifies concepts and findings in the fields of cognitive psychology and cooperative learning relevant to teaching and learning higher-cognitive thinking skills. Special reference is made to a study by Voss, Greene, Post, and Penner (1983) that focuses on political-economic problem solving. Implications are derived from the research to use as criteria for evaluating instructional programs intended to teach students to reason with historical and social scientific knowledge. Particular attention is given to the roles of domain-specific knowledge, including cognitive schemata and metacognitive knowledge in the problem solving performance of expert and novice problem solvers. Three models for teaching students intellectual skills in the social studies curriculum are critiqued with the criteria. The three instructional models are the "jurisprudential approach" to teaching public issues in the classroom (Oliver & Shaver, 1966; Newmann & Oliver, 1970), Beyer's (1987; 1988) thinking skills program, and the economic reasoning model recommended by the Joint Council on Economic Education (Saunders et al., 1984). A 28-item bibliography and two figures are included. (JB)

ED 315 365 SO 020 567

Carter, Pat

Results of the NWSA National Women's Studies Association Survey on the Status of Assistant/Associate Directors of Women's Studies Programs in the U.S. (W.S. Director Responses, April-June 1989).

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Administrator Qualifications; Administrator Responsibility; Administrator Role; *Administrators; Higher Education; *Middle Management; *National Surveys; *Womens Studies

A survey was sent to the 100 largest women's studies programs in the United States in the spring of 1989. The goal of the survey was to accumulate information about the status of assistant/associate directors of women's studies programs in the United States that might be helpful to directors thinking about adding one of these positions to their programs. The growth of women's studies programs over the last 20 years has been impressive but somewhat uneven. While there were 276 programs in 1977, there are now over 525. This expansion has created programs with minors, majors, graduate programs, and research centers. Some of the programs also take on roles in providing programming, counseling, and information resources for women. The increasing responsibilities have not always been met with adequate funding for staff. While there has been general agreement as to the need for a tenured status for program directors, the positions of associate or assistant directors have proved to be less uniform and more vulnerable. Forty returns were received, and of these, 17 had a position within their program equivalent to assistant or associate director of women's studies. The survey instrument and a short summary of the findings are included in this document. (JB) provides a comprehensive guide to how stress in teaching has been studied and the conclusions reached. Topics covered are: (1) what is stress; (2) what are the causes of stress in teaching; (3) how prevalent is stress in teaching; (4) who is stressed; and (5) what are the effects of stress and how can teachers cope. Each chapter provides a summary note on the topic, research findings on the topics, and a final comment. Over 150 citations are listed in the bibliography. (JD)

ED 315 379 SP 031 767

Teacher Corps Alumni Network. Symposia Proceedings (New Orleans, Louisiana, November 1988) and (St. Louis, Missouri, February 1989).
Teacher Corps Alumni Network.
SPONS. AGENCY- Hazen Foundation, New Haven, Conn.; Institute for Educational Leadership, Washington, D.C.; Saint Louis Univ., Mo.; University of South Alabama, Mobile.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Career Choice; Career Development; Elementary Secondary Education; *Faculty Mobility; *Government Role; Labor Turnover; *Minority Group Teachers; *Teacher Persistence; *Teacher Recruitment
IDENTIFIERS- *Teacher Corps

Selected papers are presented from two symposia addressing the need for recruitment and retention of minority persons into education. The first, by Bess C. Howard, offers an historical perspective on black educators and discusses the need for recruiting Black teachers. In the second paper, Judy Minier discusses the role played by the Teacher Corps in encouraging Native American teachers. William Smith offers insights into the role of government in developing the Peace Corps and the Teacher Corps. In the fourth paper, Thomas W. Hewitt addresses minority recruitment and career path building. The final paper, by Ruben D. Olivarez, speaks on the existing conditions in Texas in the area of minority teacher recruitment and retention. Each of the papers presents the state of the problem in the topic area, directions to be taken, and the role of the Teacher Corps Alumni Network in expediting change. (JD)

Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Higher Education; Program Attitudes; *Program Development; *Program Effectiveness; *State Programs; Teacher Evaluation; *Teacher Orientation

This document describes the state-mandated Entry-Year Assistance Program established in Oklahoma in 1980. A teacher education graduate receives a one-year license rather than the standard five-year credential. When the beginning teacher is hired, an Entry-Year Assistance Committee (EYAC) is formed. This committee is composed of the building principal, an experienced teacher, and a teacher education representative, usually from the institution that prepared the beginning teacher. The EYAC assists and advised the beginning teacher and each member of the committee makes two independent observations. Observations and recommendations are discussed with the novice teacher. Another observation is made before the spring meeting of the committee, at which time the EYAC votes either to recommend the new teacher for full certification or for an additional year in the program. An evaluation of the program's effectiveness is presented and some recommendations are made for improvements. A sample of the observation instrument used by the EYAC is attached. (JD)

ED 315 395 SP 031 888

Kirk, Pamela A. Catledge; O'Neal, E. C.
Comparison of Preservice Teachers and Inservice Teachers on the Affective Variables of the Canfield Learning Styles Inventory.
PUB DATE- 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; *Behavior Patterns; *Cognitive Style; Comparative Analysis; Education Majors; Higher Education; *Individual Characteristics; *Inservice Teacher Education; Learning Processes; *Preservice Teacher Education; *Public School Teachers
IDENTIFIERS- *Canfield Learning Styles Inventory

Comparison was made of preservice and inservice teachers on the

Northwest Regional Educational Lab., Portland, Oreg.; Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; Behavior Problems; *Drug Abuse; Drug Education; *Health Promotion; *Intervention; *Prevention; School Health Services; Secondary Education; Student Behavior

This publication summarizes recent research on adolescent drug abuse and its prevention. The research reviewed here illustrates the complexity of adolescent drug abuse and its prevention, particularly the many variables that may affect outcomes. In subject matter, the 12 studies reviewed in this initial update, all published in 1988, can be grouped into three broad areas: (1) six studies deal with the evaluation of curriculum and school-based programs; (2) four studies discuss correlates and consequences of adolescent drug use; and (3) two are surveys of attitudes and perceptions. More than 60 references are included. (JD)

ED 315 412 SP 032 028

Deatrick, Deborah A.; Knox, Cathryn Bradeen
Effects of a Pilot Project To Involve Young Males in a School-Based Sexuality Education Program.
PUB DATE- 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American School Health Association (Chicago, IL, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Contraception; *Counseling Services; *Family Planning; *Males; Marketing; Pilot Projects; *Program Development; Secondary Education; *Sex Education

Recent trends in rates of sexually transmitted diseases, AIDS, and teen pregnancies have led to a new emphasis on male involvement in family planning programs. Little research data exists on specific opinions, attitudes and needs of young males regarding the array of services available. This paper describes: (1) how market research the various learning objectives as separate subtests can help the teacher develop a profile of each student's knowledge of the objectives. A carefully constructed achievement test can help the educator teach more effectively and the student master more of the objectives. (SLD)

ED 315 427 TM 014 442

Ayers, Jerry B.
Evaluating Workshops and Institutes. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-TM-89-11
PUB DATE- Dec 89
NOTE- 3p.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Conferences; Data Analysis; Educational Improvement; Educational Planning; *Evaluation Methods; Evaluation Utilization; Evaluators; Formative Evaluation; *Institutes (Training Programs); *Instructional Improvement; *Program Evaluation; Program Improvement; Summative Evaluation; *Training Methods; *Workshops
IDENTIFIERS- ERIC Digests

A well-planned and well-conducted evaluation can provide useful information to funding agencies, sponsoring institutions, instructors, and participants. Evaluating an instructional program, such as a workshop or institute, involves collecting, organizing, analyzing, and reporting data about several features of the program and its impact on the participants. Evaluating a workshop or institute can help in at least four areas: (1) planning (deciding on the overall content, major goals, and more detailed objectives of the workshop/institute); (2) programming (deciding on the procedures, faculty, facilities, budget, and other resources needed for running the workshop/institute); (3) conducting the workshop or institute; and (4) making changes. Planning the evaluation requires the same care that planning the program requires. Both the overall

College Entrance Examination Board, New York, N.Y.
REPORT NO.- ETS-RR-89-38
PUB DATE- 89
NOTE- 44p.
AVAILABLE FROM- College Board Publications, P.O. Box 886, New York, NY 10101-0886 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; College Bound Students; *College Entrance Examinations; *Courses; Educational Attainment; *Educational Experience; Grade Point Average; Higher Education; High Schools; *High School Seniors; Mathematics Tests; Predictor Variables; Scores; Secondary School Curriculum; *Test Results; Verbal Tests
IDENTIFIERS- Admissions Testing Program; *Scholastic Aptitude Test; *Student Descriptive Questionnaire

The redesigned Student Descriptive Questionnaire (SDQ) provides information about the number of years of study and types of courses in Scholastic Aptitude Test (SAT) examinees' academic backgrounds. This study used data from the 1987 National Sample Tape, which contains SDQ responses and score information from 100,000 seniors in the class of 1987. The analysis examined the relationships between both the Admissions Testing Program SAT and Achievement Test scores and the type and level of coursework in six academic areas. Data were adjusted to account for differences related to student academic achievement. Results indicate that coursework in disciplines of mathematics, natural science, and foreign languages has the strongest adjusted relationships with SAT mathematics scores. SAT verbal scores appear to be most strongly related to the number of years of foreign language coursework. Course relationships are strongest for students with high grade point averages and stronger for males than females. Analyses of Achievement Test data support these findings. Findings must be accepted with caution due to the exploratory nature of the research and the effects of self-selection of students in the various courses. Forty-six data tables and one figure are included. (TJH)

ED 315 442 TM 014 468

Morgan, Rick
Analyses of the Predictive Validity of the SAT and High School Grades

contain demographic information and district test score summaries. (SLD)

ED 315 455 TM 014 489

Kieras, David E.
Learning about Equipment from Technical Documentation: A Basic Comprehensible Writing Aid. Final Report. Technical Report No. 31.
Michigan Univ., Ann Arbor. Technical Information Design and Analysis Lab.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- FR-89-ONR-31
PUB DATE- 10 Jan 90
NOTE- 14p.
CONTRACT- N00014-85-K-0138
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; *Computer Assisted Instruction; Computer Uses in Education; *Documentation; *Learning Processes; Models; Reading Comprehension; *Scientific and Technical Information; Technical Education; *Technical Writing; Writing (Composition)
IDENTIFIERS- *Equipment Operation; *Mental Models

Theoretical and empirical work was conducted on the role of the "mental model," or how-it-works information, in learning to operate equipment. The original project was concerned with empirical and cognitive modeling studies of how people learn to operate equipment from the kind of information contained in technical documentation. The goal was to understand how knowledge about equipment could be presented effectively and how knowledge about the equipment should be conveyed to the reader. These studies were described in prior publications, which are listed in this final report. The second part of the project was a separate line of work on a computerized aid for comprehensible writing, a computer program intended to provide feedback to the writers of technical documents about comprehensibility problems. A general conclusion of the project was that high-quality training on specific procedures is generally superior to training limited to system knowledge. The developed feedback system was sophisticated and fast. Future work on this topic might best be focused on documenting the redundancy and insignificance of much mental model content. The reports and publications of this portion of the project are also listed. Applications of the work of both parts of the project and the

ED 315 468 UD 027 156

Connecticut Enrollment Projections to the Year 2005.
Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Dropout Rate; Elementary Schools; *Enrollment Projections; *Enrollment Trends; Grade 8; High School Seniors; Junior High Schools; Kindergarten Children; Minority Group Children; Private Schools; *Public Schools; School Demography; *School Statistics; Secondary Schools; State Surveys; Trend Analysis
IDENTIFIERS- *Connecticut

This report of statewide enrollments in Connecticut public schools based on enrollments through October 1988 includes projections for: (1) elementary; (2) middle/junior high; (3) high; (4) kindergarten, grade 8, and grade 12; and (5) racial/ethnic groups. Information on the following background factors are also included: (1) births; (2) high school attrition; (3) migration; and (4) nonpublic enrollments. Some highlights of the report include: (1) total enrollment declined between 1971 and 1988, but will rise steadily over the next 14 years; (2) elementary enrollment will increase 21.1 percent over the next nine years; (3) middle/junior high enrollment declined 38.3 percent between 1974 and 1988, but will rise 36 percent by 2002; (4) senior high enrollment will continue to decline for the next three years, but will increase again between 1991 and 2005; (5) kindergarten enrollment will increase until 1995 and then decline until 2005; (6) grade 8 enrollment will decline over the next year, increase until 2003, and then decline again; (7) grade 12 enrollment will decline further until 1993, and then rebound sharply by 20005; (8) minority enrollment will increase from 23.6 percent in 1988 to 30.9 percent of the school population by 2005, and Hispanic students will comprise the predominant minority group by 2004; (9) nonpublic school enrollment has declined from 14.1 percent of the school population in 1983 to 12.9 percent in 1988. Implications of these trends are discussed. Statistical data are included on 12 graphs. A discussion of the projection methodology and the following tables of statistical data are appended: (1) public school enrollment, 1970-2005; (2) enrollment in selected grades, 1970-2005; (3) state births,

teachers on their staffs; (10) three of the magnets did not appear to have enough teachers interested in teaching students with a wide range of achievement levels or participating in curriculum development, implementation and evaluation. Statistical data are included on nine tables. A copy of the form for reporting parent participation is appended. (FMW)

ED 315 482 UD 027 255

Gibbons, Michael
Effective Schools Report. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; *Achievement Tests; *Basic Skills; Educationally Disadvantaged; Elementary Education; Low Income Groups; *Pretests Posttests; Program Evaluation; School Effectiveness; *Scores; Urban Schools
IDENTIFIERS- Comprehensive Tests of Basic Skills; Metropolitan Achievement Tests; *Ohio (Columbus); *School Improvement Projects

Achievement in reading and mathematics of students at elementary schools participating in the Columbus (Ohio) 1989 School Improvement Program (SIP) has improved for the seventh year in a row, but achievement of low income students remains below that of other students. The goal of SIP, an effective schools project, is to improve the academic achievement of students' basic skills and to lessen the disparity between students from different socioeconomic backgrounds. The Comprehensive Tests of Basic Skills (CTBS) at grades 2-8 and the Metropolitan Achievement Tests (MAT) at grade 1 were administered as a pretest and a posttest to 8,600 students in 33 schools. The following major findings are reported: (1) increases in reading comprehension achievement were slightly greater than expected; (2) increases in mathematics computation achievement were substantial, with 29.1 percent more of the students at grade level on the posttest than on the pretest; (3) low income students scored consistently lower than other students during the 7 years of the program; and (4) overall patterns of increases in student achievement have been consistent for the 7 years of the program. Statistical data are included on 13 tables.

ED 315 495 UD 027 277

Ratteray, Joan Davis; Shujaa, Mwalimu
Dare To Choose: Parental Choice at Independent Neighborhood Schools.
Institute for Independent Education, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-941001-03-2
PUB DATE- May 87
NOTE- 233p.; For executive summary, see UD 027 276.
GRANT- G008510413
AVAILABLE FROM- Institute for Independent Education, 1313 North Capitol Street, NE, Suite 200, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Black Education; Cultural Context; Elementary Secondary Education; *Family Income; *Institutional Characteristics; *Minority Groups; *Neighborhood Schools; *Private Schools; Questionnaires; *School Choice; Urban Education

This document offers a detailed description of the dynamics involved in the choice of an independent neighborhood school. These primarily urban schools are an expression of cultural power and identity among minority groups who wish to ensure access to opportunities for academic achievement for their children and also to control the content and context of their children's education. Information was analyzed from the following sources: (1) telephone interviews with 220 school administrators; (2) a survey of 211 schools; (3) a survey of a sample of parents of students from each school; and (4) interviews with 35 families selected from 10 different schools. The following major findings are reported: (1) 221 schools serve about 12,000 students, most of whom live in urban areas; (2) most are elementary schools, and enrollment averages between 100 and 149 students; (3) approximately one-half are religious; (4) most enroll more than 80 percent black students and their curricula stress affirmation of the racial, ethnic, and cultural backgrounds of their students; (5) schools are characterized by operational autonomy and dependence on tuition; (6) 87 percent of the students' families earn annual incomes of less than \$49,000, 57 percent earn less than \$30,000, and 24 percent earn less than \$15,000; (7) most families live within three miles of the school; and (8) educational environment and quality of

ED 315 352 SO 020 533

Dunston, Aingred Ghislayne
An Essay on the Post World War II Civil Rights Movement: The Struggle for Democracy and Beyond.
PUB DATE- Sep 89
NOTE- 22p.; Paper presented at the Conference on Development of Democracy after World War II in Germany and the United States (Recklinghausen, West Germany, September 24-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black History; Black Influences; Black Organizations; *Blacks; Change; *Change Agents; *Change Strategies; *Civil Rights; *Democracy; Demonstrations (Civil); Minority Groups; Racial Integration; Racial Relations; Racial Segregation; Social Change; Social Discrimination; *United States History

Scholars know the history of oppression. They know that struggles against oppression do not evolve in a vacuum. They may suspect that where discrimination exists, revolt is only an inch below the surface. What many may not realize is that the African-American fought against bigotry, racism, vigilante injustice, brutal violence, lynching, terror, and death in this democracy. The struggle against these forces, the strength necessary for the struggle, and the odds against success in the struggle are little known, especially in international circles. It required great coverage to fight for inclusion into the economic, social, political, judicial, and educational mainstreams as a matter of right, not a matter of privilege. The struggle was a challenge to the U.S. definition and practice of democracy and a challenge to move beyond that definition as practiced. This paper describes this struggle of African-Americans before and after World War II and shows how their successes helped other minority groups in the United States (women, Native Americans, and Mexican Americans) by providing a model for successful resistance. A 28-item bibliography is included. (JB)

ED 315 353 SO 020 539

ED 315 366 SO 020 568

McGowan, Marcia P.
The Effects of Core Inclusion on a Women's Studies Program: A Case Study.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Change; College Curriculum; *Core Curriculum; Enrollment; *Enrollment Trends; Higher Education; Influences; Teaching Methods; *Womens Studies
IDENTIFIERS- Eastern Connecticut State University

The 1984-85 academic year was the first in which women's studies courses were included in the core curriculum at Eastern Connecticut State University (Willimantic). This paper examines the effects of this inclusion. In general, these courses have enjoyed increased and diversified enrollments, with more men and continuing students electing to take these courses. While classroom methodology has been affected somewhat by the altered composition of the classroom, the changes are seen as positive and can be traced to heightened awareness in society in general of women's changing roles. Besides the obvious benefit of having the chance to reach other students than liberal arts majors--students who might not otherwise be exposed to a feminist liberal arts perspective--and to encourage in these students a more pluralistic and egalitarian world view, the validation gained through core inclusion and the upsurge in enrollments have evidently led to heightened interest in women's studies among a variety of students. Since the inclusion of women's studies in the general education core, four new courses have been added to the women's studies curriculum at the University. (JB)

ED 315 367 SO 020 570

Clavner, Jerry B.; Clavner, Catherine
Reverse Discrimination by Minority Groups. A Participant Observation Study.
PUB DATE- 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Society for Anthropology in Community Colleges (El Paso, TX, September 21-24, 1989).

ED 315 380 SP 031 769

Marlow, Leslie; Hierlmeier, Ruthann McCormick
The Teaching Profession: Who Stays and Who Leaves?
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Change; Elementary Secondary Education; *Job Satisfaction; Professional Recognition; *Teacher Attitudes; *Teacher Characteristics; *Teacher Persistence; Teacher Salaries; *Teaching Conditions
IDENTIFIERS- Florida

This study investigated the relationship between the profiles of the current west central Florida classroom teacher and the "Likely Leaver" candidate in order to make recommendations addressing the combination of factors which lead to teacher attrition. Data were gathered from a random survey of Florida elementary, middle, and secondary teachers. The number of factors which indicated dissatisfaction and the characteristics identified by literature were tallied for each respondent to determine the possibility of that respondent's projected attrition. Factors identifying the typical "Likely Leaver" fell into two categories, demographic and attitudinal. Approximately half of the respondents were found to be "Leaver" candidates in the demographic category who felt that "the business world" offered greater intellectual stimulation. Dissatisfaction in the attitudinal factors reflected: (1) negative student attitudes and discipline problems; (2) disappointment and stress; (3) low salaries; (4) poor working condition; and (5) little professional recognition. Recommendations are made for improving the demographic area with more rigorous screening of teacher candidates and, in the attitudinal area, improving the existing atmosphere of the school environment. (JD)

ED 315 381 SP 031 800

affective variables of the Canfield Learning Styles Inventory. The sample was composed of 93 public school teachers who participated in a staff development workshop and 71 teacher education students. Three major categories of the inventory were used in the study: learning conditions and motivational factors; interest in subject area; and mode of delivery. The learning style profile of preservice teachers revealed a high preference for people and peers, and a low preference for independent conditions of learning. The inservice group demonstrated a preference for authority and qualitative subject matter. One of the major findings of the study was that older students, the inservice group, exhibited a strong traditional preference for learning. Implications for planning specific educational experiences and resources for different age groups are considered. (JD)

ED 315 396 SP 031 890

Crowe, Bruce A.
A Comparison of the Art Criticism Abilities of Preservice Elementary School Teachers Before and After Receiving Instruction in Art Criticism Techniques.
PUB DATE- Nov 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Art Criticism; *Critical Thinking; Elementary School Teachers; Higher Education; *Instructional Effectiveness; Preservice Teacher Education; *Visual Arts
IDENTIFIERS- Visual Assessment Inventory

This study (N=103) sought to determine if there was a statistically significant difference between the art criticism abilities of an experimental group of preservice elementary teachers who had received supplemental instruction in visually analyzing works of art and the art criticism abilities of a control group who had not received the supplemental instruction. An instrument developed for the study, the Visual Assessment Inventory (VAI) was used to evaluate achievement. Each item in the VAI dealt with the identification, description, analysis, and interpretation of the visual element found in one painting, Edward Hopper's "November, (including focus groups, a client services audit, an educational services audit, and a client satisfaction survey) was used to determine a client-oriented approach to designing new services for males; and (2) results of a pilot project which compared two types of ("traditional" and "interactive") school-based sexuality education programs based on the market research findings. Results showed that the "interactive" educational program was associated with statistically significant gains in knowledge for both males and females, although knowledge gain was greater for males than for females. While male communication skills improved more than female, the difference was not significant. Overall results suggest that market research can be used effectively to design sexuality education programs and family planning services that are more consistent with the needs of young males. (Author/JD)

ED 315 413 SP 032 029

Winick, Myron
Childhood Obesity. Special Reference Briefs.
National Agricultural Library, Beltsville, MD.
REPORT NO.- NAL-SRB-88-05
PUB DATE- Apr 88
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Behavior Modification; *Child Health; Eating Habits; Metabolism; *Nutrition; *Obesity; Physical Health; *Psychological Patterns

This reference brief deals with the problem of childhood obesity and how it can lead to obesity in the adult. Eighty-four abstracts are presented of studies on the identification, prevention, and treatment of obesity in children, focusing on diet and psychological attitudes. Subjects of the studies were children ranging in age from infancy through adolescence. (JD)

ED 315 414 SP 032 030

effectiveness of the program and the progress each participant makes toward the specified goals should be evaluated. Both of these levels can be addressed through formative evaluation during the program, summative evaluation at its conclusion, and follow-ups to assess the lasting value of the program. Suggestions are provided for conducting each of these types of evaluations. (SLD)

ED 315 428   TM 014 443

Crosby-Muilenburg, Corryn
Finding Non-Commercial Tests. ERIC Digest No. 110.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 3p.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Achievement Tests; *Educational Testing; Psychological Testing; Reference Materials; *Standardized Tests; Student Attitudes; Student Characteristics; *Test Reviews; Test Selection
IDENTIFIERS- ERIC Digests; *Noncommercial Tests; Unpublished Materials

This digest lists guides to non-commercial tests and compilations of such tests to help identify potentially useful non-commercial tests and assessment instruments to measure special characteristics of students. Reliability and validity information is frequently available. The guides reviewed include: (1) "Measures for Psychological Assessment: A Guide to 3,000 Original Sources and Their Applications" by Ki-Taek Chun et al.; (2) "Achievement Tests and Measurement Devices" from the Educational Testing Service Collection Catalog; (3) "Directory of Unpublished Experimental Mental Measures" by B. A. Goldman and J. L. Saunders; and (4) "Tests and Measurements in Child Development: Handbooks I and II" by O. G. Johnson. The compilations reviewed are: (1) "The Experience of Work: A Compendium and Review of 249 Measures and

from 1976 to 1985. College Board Report No. 89-7.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ETS-RR-89-37
PUB DATE- 89
NOTE- 22p.; Document contains light type.
AVAILABLE FROM- College Board Publications, P.O. Box 886, New York, NY 10101-0886 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; *College Freshmen; Colleges; Educational Trends; *Estimation (Mathematics); *Grades (Scholastic); Higher Education; High Schools; High School Students; Longitudinal Studies; *Predictive Validity; *Test Validity; Trend Analysis
IDENTIFIERS- *Scholastic Aptitude Test

Since 1964, colleges have been sending data to the College Board Validity Study Service to allow determination of the degree to which measures used in admissions predict college performance. Beginning in the early 1970s and continuing into the mid 1970s, the observed average correlations of Scholastic Aptitude Test (SAT) scores with freshman grades increased dramatically. In the decade that followed, the strength of this relationship gradually declined. To determine the extent to which the observed variations in the average correlations might be associated with the composition of colleges conducting validity studies each year, validity data were analyzed for the enrolling classes of 1976 to 1985. The sample included 222 colleges that conducted 778 different validity studies over the 10-year period. Estimates of change, based on a repeated measures estimation approach utilizing data from colleges conducting more than one predictive validity study within the 10-year period, and correcting for the restriction of range in SAT scores and high school record, indicated a general linear trend from 1976 to 1985. The correlations of SAT scores with first-year college grades declined from about 0.51 to about 0.47, for a change of approximately 0.04. There was less change during this period for private colleges, small colleges, and selective institutions. Twenty-one data tables and four graphs are included. (TJH)

ED 315 443 TM 014 469

problems encountered are summarized. (SLD)

ED 315 456 TM 014 490

Oklahoma School Testing Program: Writing Assessment Component. Summary Report: 1989.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 24 May 89
NOTE- 299p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Educational Assessment; Educational Diagnosis; Grade 7; Grade 10; High Schools; *High School Students; Holistic Evaluation; *State Programs; Testing Programs; Test Interpretation; *Test Results; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- *MAT 6 Writing Test; *Oklahoma School Testing Program

The MAT-6 Writing Test (The Psychological Corporation, 1986) was administered to Oklahoma students in grades 7 and 10 in February 1989, in compliance with state law. The inception, implementation procedures, assessment instruments, and results of the Writing Assessment Component of the Oklahoma School Testing Program are described. District-level data are reported for the 1988-89 assessment, and state-level data are provided for the writing assessments conducted from 1987 through 1989. Guidelines are also provided for the analysis and interpretation of the test results. A combination of holistic and analytic scoring procedures supplies data to assess student strengths and to determine areas in which skill reinforcement is needed. The Holistic Score Percentile Ranks, used to give an overview of the general quality of composition skill demonstrated by each student, were 54 for grade 7 and 78 for grade 10. The analytic scores are used to evaluate four specific areas of writing skill--sentence formation, word usage, content development, and writing mechanics. The MAT-6 Writing Test scores indicate that Oklahoma students were able to construct acceptable informal essays within the 20-minute time limit imposed during the test administration. The continuation and expansion of the writing assessment program is planned, and future directions are discussed. Appendices provide additional information about the testing program; Appendices D through F contain 91 pages of test results. The "Manual for Interpreting: MAT-6 Writing Test" is Appendix G and

1960-2000; and (4) nonpublic school enrollment, 1960-88. (FMW)

ED 315 469 UD 027 171

McDevitt, Jack
The Study of the Character of Civil Rights Crimes in Massachusetts (1983-1987).
Northeastern Univ., Boston, Mass.
SPONS. AGENCY- Boston Foundation, MA.
PUB DATE- Jul 89
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Antisocial Behavior; Blacks; *Civil Rights; Court Litigation; *Crime; *Individual Characteristics; Investigations; Motivation; *Police Action; Racial Bias; *Racial Relations; *Victims of Crime; Whites
IDENTIFIERS- Massachusetts (Boston)

This report presents results of a research project designed to increase understanding of civil rights crime through a systematic description of the characteristics of incidents that occurred in Boston (Massachusetts) between 1983 and 1987. Data were taken from police incident reports and are limited to only those cases that were reported to the Boston Police Department. Section 1, "Introduction and Study Design," covers the following topics: (1) "Background"; (2) "Data Description"; and (3) "Data Limitations." Section 2, "Characteristics of Incidents," covers the following topics: (1) "Race of Victim"; (2) "Race of Offender"; (3) "Victim Offender Racial Combinations"; (4) "Seriousness of the Incident"; and (5) "Rationale for Racial Attacks." Section 3, "Identification, Investigation and Apprehension of Suspects," covers the following topics: (1) "Identification of Incidents"; (2) "Victim Participation"; and (3) "Suspect Apprehension." Section 4, "Case Handling and Resolution by the Courts," covers the following topics: (1) "Use of Civil Injunctions"; and (2) "Processing of Civil Rights Cases in Boston Courts." Seven end notes, 2 figures, and 11 tables are included. A copy of a Boston Police Department incident report is appended. (JS)

The following material is appended: (1) a list of schools participating in SIP, 1982-86; (2) a list of schools participating in schoolwide testing, 1988-89; and (3) a graph comparing various test scores to the normal curve. A list of four references is also appended. (FMW)

ED 315 483 UD 027 257

Ervin, Kelly S.; Jackson, Linda A.
The Frequency and Portrayal of Black Females in Fashion Advertisements.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Asian Americans; *Blacks; *Females; Hispanic Americans; Models; *Periodicals; *Racial Differences; Self Concept; Social Science Research; *Whites
IDENTIFIERS- *Fashion Models

Black females are infrequently represented in advertisements in leading fashion magazines and, when they are featured, their presentation may be designed to distance them from the product they advertise. All advertisements in the January and July issues of "Cosmopolitan," "Glamour," and "Vogue" magazines between 1986 and 1988 were examined for the following variables: (1) model's race; (2) cover model's race; (3) number of models; (4) type of product; and (5) view of the model. The following findings are reported: (1) Blacks appeared in 23 of 962 ads (2.4 percent); (2) Asians appeared in five (0.5 percent) ads, and no ads featured Hispanic models; (3) three of 18 cover models were Black (all in "Glamour"), and none were Asian or Hispanic; (4) both Blacks and Whites were more likely to be presented alone than in groups, but a higher percentage of Blacks than Whites were presented in groups than in pairs; (5) Blacks were more likely to appear in clothing ads than in make-up/skin care ads, hair care ads, or alcohol/cigarette ads, but Whites were equally likely to appear in make-up/skin care ads as in clothing ads and twice as likely to appear in these types of ads as in hair care or alcohol/cigarette ads; and (6) Blacks were more likely to be presented in full body view than in face only or in either of the partial body views, while Whites were equally likely to appear in full body view as in face only view. Statistical data are included on four tables. A list of 12 references is appended.

the educational program were most frequently cited reasons for choosing the school, but cultural and religious affiliation and low tuition were also cited. Statistical data are included on five graphs and 15 tables. The following materials are appended: (1) the school data form and suggestions for telephone surveyors; (2) the school survey questionnaire; (3) a letter to schools soliciting cooperation; (4) the parent survey questionnaire; and (5) the parent, administrator, teacher, and student interview questions. (FMW)

ED 315 496 UD 027 279

Polirstok, Susan Rovet
Training Parents To Utilize Support Strategies To Maximize Their Children's School Experiences and Foster Successful School Completion.
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Lehman College Conference, "Dropouts and School Completion--Urban Perspectives" (New York, NY, November 17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; Elementary Secondary Education; High Risk Students; *Models; Needs Assessment; *Parent Education; *Parent Participation; Parent School Relationship; *Parent Student Relationship; Program Descriptions; Urban Programs
IDENTIFIERS- *City University of New York Lehman College

One very active approach that school personnel can employ to help at-risk students to successfully complete school is to maximize the natural parent support system as early as possible. Parent training programs generally adhere to one of the following models: (1) the parent-as-teacher model, which trains parents to use behavior management techniques and assist their children to learn interpersonal, communication, and academic skills; (2) the mixed model, which trains parents to identify and access community resources to meet specific and unique family needs; and (3) the parent-as-trainer model, which incorporates features of the other models and trains parents to train other parents. Three Lehman College projects involving parent training, the Parent Training Program (1983-86), the Science and Technology Entry Program (STEP), and the College Discovery and Development Program (CDDP), are

Peters, Richard

The Global Ecosystem: Using the Global Education Curriculum to Expose Students to Contemporary Conflicts, Issues, Problems, and Situations Affecting Natural/Social Environments.

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE- Aug 89
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; Conservation (Environment); Crowding; Ecology; Elementary Secondary Education; *Environmental Education; *Environmental Influences; *Global Approach; Hazardous Materials; *Integrated Activities; Natural Resources; Pollution; Population Education; Social Studies; *World Problems

Students must clearly understand that every living thing on earth exists within the context of a system of interlocking dependency. Through the use of audio-visual materials, books, magazines, newspapers, and special television reports, as well as direct interaction with people, places, and things, students begin to develop a cognitive frame of reference to their world. Typically, global education programs focus on natural/social geography, history, economics, government, and sociology. Few attempts are made to fuse topics of study into a logical sequence of inquiry, stressing the interrelationships between natural and social environments and pointing out the conflicts, issues, and situations that confront nature and humankind. Ten sample lesson plans for grades 4 through 12 are included, covering such concepts as pollution, waste disposal, forest degradation, the greenhouse effect, urbanization, and endangered species. Some lessons include maps. It is hoped that these will serve as models that each teacher can use to create learning experiences unique to a particular class, at a particular setting, and in a particular point in time. Appended are various news clippings that deal with the concepts in the lesson plans, a list of selected international organizations, a fact sheet about Global Horizons, and 14 selected references. (JB)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthropology; *Ethnocentrism; *Intergroup Relations; *Minority Groups; Participant Observation; Qualitative Research; *Reverse Discrimination; *Social Bias; *Social Discrimination; Social Science Research

This study explores reverse discrimination as a cultural phenomenon that should be studied by anthropologists, and to which anthropology has inadvertently contributed. Discrimination by minority group members is taught and encouraged under the guise of ethnic pride and promotion of traditional beliefs. Ethnocentrism may be a cultural defense mechanism for dealing with actual or alleged hostility and abuse suffered by members of a minority group, and may be used as rationalization of thwarted aspirations. Accompanying ethnocentric attitude is discrimination against others, and in-group/out-group conflict. Cultural elitism is encouraged by religion, as a conservative/conserving institution, that reinforces traditional values and a sense of exclusivity and inclusivity. Judaism is an example of this. Cultural elitism is reflected in discrimination through language, which is almost universal. More education, cross-cultural education, or education in anthropology are often given as solutions to the problems of discriminatory behavior, but have not necessarily been successful. For education in anthropology to successfully reduce discriminatory behavior, anthropologists must examine their assumptions and concepts, and make significant changes in their approach to curriculum. (AS)

ED 315 368 SO 020 571

Downing, Karen, Ed.; Penney, Rita, Ed.
Aim for Excellence: A Plan for Making Arts Education Basic in Iowa.
Iowa Arts Council/National Endowment for the Arts, Des Moines.; Iowa State Dept. of Education, Des Moines.
PUB DATE- 89
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Art Appreciation; *Art Education; Community Resources;

Sutton, Jim
Phase III: Where Do We Go From Here?
PUB DATE- 1 Nov 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; Decision Making; *Educational Change; Elementary Secondary Education; *Merit Pay; *Professional Autonomy; Professional Development; Program Development; *School Based Management; *State Aid; Teacher Evaluation; *Teacher Salaries
IDENTIFIERS- *Iowa

Iowa has implemented educational reform by providing state financing without state mandates. This paper describes the achievements of Iowa's decentralized educational reform effort. Phase I of the reform effort provided salary relief to the beginning teacher, Phase II provided salary relief for the experienced teacher, and Phase III linked future salary relief to educational reform in such areas as performance based compensation and supplementary student-centered activities. The paper's three sections offer (1) a definition of Phase III; (2) a discussion of its specific achievements; and (3) a consideration of future steps. It is concluded that the "bottom up" approach to reform has built trust, promoted innovation, engendered diversity, raised salaries, and provided many worthwhile programs for students. However, it has not yet integrated its innovations in ways which promote systemic change at the building level. The ultimate success of Phase III will depend upon the ability of major stakeholders to provide support and leadership for comprehensive, interactive changes in school buildings. Central to this goal is the availability of additional time for teachers to participate in the demands of shared governance which systemic change will require. Time can be provided only if additional state support is sequestered as a restricted fund. This resource should be allocated to buildings and administered by building-level committees of teachers and administrators. (JD)

ED 315 382 SP 031 805

Bowen, Dorothy N.; Bowen, Earle A., Jr.
Contextualization of Teaching Methodology in Theological Education in Africa.

Washington Square." A color slide of the painting was shown during the administration of the test and subjects were asked to select the correct answer from four possible responses to each question about the painting. The supplemental instruction provided for the experimental groups consisted of the six art criticism lessons developed for the study. The VAI posttest results provided empirical evidence that subjects receiving instruction in visually analyzing works of art scored significantly higher on measures of aesthetic awareness than those who did not receive the instruction. (JD)

ED 315 397 SP 031 891

Fifer, Beverley B.; And Others
Identifying Barriers to Participation by Educators in Continuing Professional Education.
PUB DATE- Nov 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Individual Needs; Inservice Teacher Education; *Professional Continuing Education; *Teacher Attitudes; *Teacher Participation
IDENTIFIERS- Tennessee

The Continuing Professional Education Inventory (CPEI) was field-tested with a group of 348 teachers throughout Tennessee who attended summer educational conferences at four different locations. The survey included 35 statements regarding barriers to continuing professional education which respondents rated on a Likert scale. Fifteen demographic items were also included. Six barriers were identified: (1) lack of fulfillment; (2) lack of support from school system; (3) second job; (4) personal time; (5) child care; and (6) inconvenience. Demographic variables helped to further define the barriers, which were then compared to factors identified by the results of similar studies in other fields. Recommendations regarding possible ways to reduce identified barriers are made for school administrators and others who organize continuing professional education activities. (JD)

Winick, Myron
Childhood Antecedents to Adult Coronary Artery Diseases. Special Reference Briefs.
National Agricultural Library, Beltsville, MD.
REPORT NO.- NAL-SRB-88-06
PUB DATE- Apr 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Aerobics; *Cardiovascular System; *Child Health; *Dietetics; *Heart Disorders; *Hypertension; Nutrition; Obesity; Physical Fitness

This reference brief deals with the childhood antecedents to atherosclerosis and hypertension. While diet is related to the development of coronary artery diseases, there is some disagreement about what dietary changes are necessary or desirable in children to prevent their development, and at what age such changes should be made. Fifty-five abstracts are presented of studies on the topic. Children in the studies ranged in age from infancy through adolescence. (JD)

ED 315 415 SP 032 059

Johnson, Robert E.; Lavay, Barry
Kansas Adapted/Special Physical Education Test Manual. Health Related Fitness and Psychomotor Testing.
SPONS. AGENCY- Kansas State Dept. of Education, Topeka.
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adapted Physical Education; Disabilities; Elementary Secondary Education; Individualized Programs; Mainstreaming; *Physical Fitness; *Physical Health; *Psychomotor Objectives; Psychomotor Skills; Student Evaluation; *Testing

This manual was developed to address the need for health-related physical fitness testing of children with special needs. The first section defines the components of health-related physical fitness

Their Use" by J. D. Cook et al.; (2) "Measures for Clinical Practice: A Sourcebook" by K. Corcoran and J. Fischer; (3) "The Clinical Measurement Package: A Field Manual" by W. W. Hudson; (4) "Measures of Occupational Attitudes and Occupational Characteristics" by J. P. Robinson et al.; (5) "Measures of Political Attitudes" by J. P. Robinson et al.; (6) "Measures of Social Psychological Attitudes" by J. P. Robinson et al.; (7) "Scales for the Measurement of Attitudes" by M. E. Shaw and J. M. Wright; and (8) "Mirrors for Behavior II: An Anthology of Observation Instruments" by A. Simon and E. G. Boyer. (SLD)

ED 315 429 TM 014 444

Gardner, Eric
Five Common Misuses of Tests. ERIC Digest No. 108.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 3p.; Reprinted from "Ability Testing: Uses, Consequences, and Controversies," 1982.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Error of Measurement; Evaluation Problems; Examiners; Scoring; *Statistical Analysis; *Testing Problems; Test Interpretation; *Test Use
IDENTIFIERS- ERIC Digests

Five of the common misuses of tests are reviewed: (1) acceptance of the test title as an accurate and complete description of the variable being measured (failure to examine the manual and the items carefully to know the specific aspects to be tested can result in misuse through selection of an inappropriate test for a particular purpose or situation); (2) ignoring the error of measurement in test scores; (3) use of a single test score for decision making (scores are not interpreted in the full context of the various elements that characterize students, teachers, and the environment); (4) a lack of understanding of the meaning of test

McMillen, Marilyn Miles
Key Statistics for Private Elementary and Secondary Education: School Year 1989-90: Early Estimates. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-026
PUB DATE- Dec 89
NOTE- 11p.; Data Series: DR-SAS-89/90-2.2.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Enrollment; Estimation (Mathematics); *Graduate Surveys; High School Graduates; *National Surveys; Predictive Measurement; *Private Schools; *School Statistics; School Surveys; Secondary School Students; Secondary School Teachers
IDENTIFIERS- Schools and Staffing Survey; *Student Surveys; *Teacher Surveys

This is the second in a series of early estimates for private elementary and secondary education in the United States reported by the National Center for Education Statistics. These estimates are key statistics reported early in the school year and include the numbers of teachers and students in private elementary and secondary schools and the number of high school graduates. These estimates are based on a national probability sample of private schools surveyed in the fall of 1989. Basic data are collected through the ongoing Schools and Staffing Survey and a Private School Universe data collection system currently under development as an ongoing data system. Early in October 1989, questionnaires were mailed to a national probability sample of 1,169 private elementary and secondary schools from a universe of 27,000 schools. A total of 127 of these schools were subsequently determined to be out of scope. The overall response rate after telephone follow-up was 95% (986 of the 1,042 eligible schools). Comparable estimates for public school teachers, students, and graduates are collected through a survey of state education agencies. These early estimates are preliminary data to be used prior to the release of the 1989-90 final estimates in late 1990. Four data tables are included. (TJH)

ED 315 444 TM 014 470

Maryland Functional Mathematics Test-II: Fall 1987 Administration. Report M-87. Technical Report.

the "Supplement to the Norms and Technical Booklet" forms Appendix H. (SLD)

ED 315 457   TM 014 491

South Carolina Statewide Testing Program 1989 Summary Report. Office of Research Report Series, Volume One, Number 102.
South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- Jul 89
NOTE- 411p.; Poor legibility of statistical tables (400 pages) prevents paper copy reproduction.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Educational Improvement; Elementary Secondary Education; Language; Mathematics Achievement; Reading Achievement; Science Education; Scores; Social Studies; Spelling; State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *Comprehensive Tests of Basic Skills; *South Carolina Statewide Testing Program

For the seventh consecutive year, the Comprehensive Tests of Basic Skills, Form U (CTBS/U) was used to measure achievement in South Carolina public schools in the following areas: (1) reading; (2) spelling; (3) language; (4) mathematics; (5) reference skills; (6) science; and (7) social studies. Results for grades 4, 5, 7, 9, and 11 are summarized in this report, which includes results for 220,589 students. The CTBS/U was developed in 1981. With respect to the 1981 norms, the achievement levels of the majority of all students in grades 4, 5, and 7 were above the national median in all seven areas. The majority of ninth-grade students scored above the national median in all areas except reading, and more than half the eleventh graders scored above the median in all areas except reading, reference skills, and science. While scores were generally fairly stable with respect to the preceding year, gains were reported for certain grades and skill areas. Overall, significant increases in all areas for all five grades since 1983 present evidence of the educational improvement in South Carolina. Appendices A through E contain 203 pages of test results by grade. Appendix F contains cautions in the interpretation of test results, and Appendix G is a glossary of terms related to the testing program. (SLD)

ED 315 470 UD 027 227

Clay, Phillip L.
At Risk of Loss: The Endangered Future of Low-Income Rental Housing Resources. Third Printing.
Massachusetts Inst. of Tech., Cambridge.
SPONS. AGENCY- Neighborhood Reinvestment Corp., Washington, DC.
PUB DATE- Oct 87
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Federal Aid; Futures (of Society); *Housing Deficiencies; *Housing Needs; Local Government; *Low Income Groups; *Low Rent Housing; Poverty; Public Housing; Real Estate; State Aid; *Trend Analysis; Urban Areas
IDENTIFIERS- Department of Housing and Urban Development; Tax Reform Act 1986

This report explores the dimensions of the potential loss of low-rent housing, its causes, and the possible solutions. Chapter 1 is an introduction. Chapter 2, "Housing the Poor: Trends and Issues," includes the following sections: (1) "Trends in the Incidence of Poverty"; and (2) "Trends in Low Rent Housing." Chapter 3, "The HUD Assisted Inventory and the Potential for Loss," includes the following sections: (1) "Property Disposition"; (2) "Expiration on Use Restriction"; (3) "Transfer of Physical Assets"; and (4) "Potential Loss of Public Housing Units." Chapter 4, "Potential Losses in the Nonsubsidized Stock," includes the following sections: (1) "The Changing Environment for Real Estate Finance"; (2) "New Realities in Real Estate Investment"; and (3) "Tax Reform Act of 1986." Chapter 5, "Decision-Making and Housing Loss: Alternative Scenarios," discusses issues faced by four types of properties, as follows: (1) "Case #1: Older Projects in Good Condition"; (2) "Case #2: Older Projects in Inner City Areas"; (3) "Case #3: Newer Projects in Appreciating Markets"; and (4) "Case #4: Private Unsubsidized Low Rent Housing Analysis." Finally, Chapter 6, "Policy Recommendations," offers action suggestions for each of the major players in the system under the following headings: (1) "The Role of the Federal Government"; (2) "The Role of State and Local Government"; (3) "The Role Community-Based Housing Organizations"; (4) "Roles for the Neighborhood Reinvestment Corporation"; and (5) "Conclusions." Seven figures and seven tables are included. The following articles comprise the appendixes: (1) "Major Relevant Multifamily Housing Programs"; (2) "Mutual Housing: A Description of the Model"; (3) "Low Income

(FMW)

ED 315 484 UD 027 263

Bempechat, Janine; Wells, Amy Stuart
Trends and Issues in Urban and Minority Education, 1989. Promoting the Achievement of At-Risk Students. Trends and Issues No. 13.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 38p.
CONTRACT- RI88062013
AVAILABLE FROM- ERIC Clearinghouse, Teachers College, Box 40, Columbia Univ., New York, NY 10027 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Beliefs; *Classroom Environment; Competition; Cooperative Learning; Disadvantaged Youth; *Dropout Prevention; Elementary Secondary Education; *High Risk Students; Literature Reviews; *Middle Schools; Parent Attitudes; Peer Influence; Student Attitudes; Teacher Attitudes; *Track System (Education); Urban Areas

This document comprises reviews of recent studies on the influence of classroom environment; curriculum tracking; child, parent and teacher beliefs; and middle school environment on the achievement of high risk students. Chapter 1, "Competitive, Cooperative, and Individualistic Structures of Classroom Learning," reports on the negative effect of interpersonal competition in learning environments and cites movement towards cooperative learning strategies. Chapter 2, "Determinants and Outcomes of Curriculum Tracking in Public and Private Schools," reports on how tracking favors advantaged and white students but locks lower track students into an unchallenging curriculum that limits later academic pursuits and produces deleterious psychological effects such as decreased satisfaction with school, lower self-esteem, and lower educational aspirations. Chapter 3, "The Role of Child, Parent, and Teacher Beliefs in Motivational Factors in Children's Learning," reports that children whose families and teachers strongly value effort and personal responsibility are more apt to develop the

described. The following parent skill needs are highlighted: (1) communicating with their children; (2) setting realistic academic goals, including collaboration with school personnel; (3) advocating for their children in the school system; (4) disciplining and setting limits at home, including teaching children to evaluate their own behavior; and (5) supporting, maintaining, and extending the academic program to the home environment. The pivotal roles of teachers and guidance personnel as parent trainers are discussed in light of recent research. A list of nine references is appended. (FMW)

ED 315 497 UD 027 280

Polirstok, Susan Rovet

Understanding Social Skill Deficits of Mainstreamed Learning Disabled Students and Specialized Strategies Teachers Can Use To Foster Greater Social Acceptance.

PUB DATE- 89

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Techniques; Counselor Role; Elementary Secondary Education; *Interpersonal Competence; *Learning Disabilities; *Mainstreaming; *Peer Acceptance; *Skill Development; Special Education; Teacher Role

Utilizing specialized classroom strategies to foster greater social acceptance of mainstreamed learning disabled students may be more efficient than having school personnel constantly involved in resolving student-to-student conflicts and assuaging hurt student feelings. Learning disabled students assigned to mainstream classes often present serious social skill deficits which impede their social acceptance by their non-disabled peers. Skill deficits can be caused by the following factors: (1) perceptual and linguistic processing deficits; (2) non-verbal ingratiating behavior deficits; (3) dysfunctional patterns of family relationships; (4) failure-laden prior school history; and (5) differential treatment in the mainstream environment by teachers and peers. The following strategies for use by regular classroom teachers and personnel are discussed: (1) manipulation of antecedent events and use of cooperative goal structures; (2) behavior modification, including reinforcement and group contingency management; (3) cognitive

Peters, Richard
From the 38th Parallel to the DMZ: Teaching about the Two Koreas--A Nation Divided (1945-Present).
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE- Aug 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Concept Teaching; *Curriculum Enrichment; Foreign Countries; *History Instruction; Intermediate Grades; Modern History; Resource Units; Secondary Education; Social Studies; Units of Study
IDENTIFIERS- *North Korea; *South Korea

How the Korean peninsula came to be divided in 1945 is discussed, and the stalemated situation that has existed since that time is described. This brief history is followed by lesson plans for grades 6-12. The lesson plans include goals and objectives, activities, and assessment techniques for teaching the following concepts: (1) territorial occupation by foreign troops, (2) self governance, (3) military aggression, territorial invasion, and sovereign nation, (4) military preparedness and keeping the peace, and (5) anti-Americanism and reunification campaign. Maps and reproductions of newspaper clippings that can be used in conjunction with the lesson plans are included as well as a 9-item bibliography and a list of 20 other resources. (JB)

ED 315 355 SO 020 541

Peters, Richard
Enhancing Student Awareness of and Exposure to the Global Environment through Extra-Curricular Social Studies Activities.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE- Aug 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- After School Programs; *Clubs; Cross Cultural Studies;

*Curriculum Development; Educational Improvement; Elementary Secondary Education; *Excellence in Education; *Fine Arts; State Programs; State Standards; *Statewide Planning
IDENTIFIERS- *Iowa

Art instruction in Iowa schools lacks cohesiveness and continuity. This may be due in part to the state government's commitment to local autonomy. The Iowa Department of Education does not mandate what schools must do; it only suggests and encourages. In 1986, the department published a five-year plan for the achievement of educational goals, including a guide to curriculum development in the arts. The Iowa Arts Council saw an opportunity to blend its objective, to promote the practice and appreciation of the arts, with this five-year plan and new arts curriculum. The result was the Arts in Schools Basic Education Grant (AISBEG). The objectives of the project include: (1) providing comprehensive sequential arts curriculum for grades K-12 in visual art, music, dance, and theater and for these disciplines to be infused into the school's traditional academic curricula; (2) utilizing a wide variety of community arts resources to enhance arts education; and (3) emphasizing the development of cross-curricular, interdisciplinary, multicultural, non-sexist experiences, and global and career education, as well as learning for all students. The progress of this project is noted, and the plans that have been developed are outlined. Appendices provide excerpts from the Department of Education's five-year plan and from the new standards for Iowa schools as well as a directory of people involved in the AISBEG project. (JB)

ED 315 369 SO 020 574

Radner, Susan G.
Curricular Transformation and Academic Freedom: How Far Can We Go?
PUB DATE- Jun 89
NOTE- 8p.; Paper presented at the Annual Meeting of the National Women's Studies Association (Baltimore MD, June 15-17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; College Curriculum; College Environment; Feminism; Higher Education; Intellectual Freedom; Minority Groups; *Professional Autonomy; *Womens Studies
IDENTIFIERS- William Paterson State College NJ

What is the intersection between women's studies and academic

PUB DATE- Jun 88
NOTE- 13p.; Paper presented at the Accrediting Council for Theological Education Conference of Theological Educators (Limuru, Kenya, June 16-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Style; Comparative Analysis; *Field Dependence Independence; Foreign Countries; Individual Characteristics; *Learning Strategies; Non Western Civilization; *Teaching Methods; *Theological Education
IDENTIFIERS- *Africa

Differences between the learning styles of Western and African students are highlighted in this discussion of theological education in African schools. Since many of the teachers in theological institutions are either westerners, or have been educated in the West, Western learning style is the one most rewarded in the classroom, and those students who do best in the schools are those who have a Western learning style. The traditional American learning style is field independent while the African student has a field dependent learning style. Eighteen teaching strategies, specifically designed to address the field dependent learning style are described, with the suggestion that these strategies will be most successful in theological instruction in African countries. (JD)

ED 315 383 SP 031 814

Treffers, A. J.
Soviet Education--Facts, Developments, Teacher Education.
REPORT NO.- ISBN-90-367-0169-4
PUB DATE- 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Elementary Secondary Education; *Foreign Countries; General Education; Higher Education; *Preservice Teacher Education; *Public Schools; Relevance (Education); *School Administration; Schools of Education; Teacher

ED 315 398 SP 031 892

Jarrell, Michele G.
Educational and Psychological Research Implications for Classroom Teaching.
PUB DATE- Nov 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Resarch Association (18th, Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Research; *Educational Research; Elementary Secondary Education; Psychological Studies; Research Needs; *Research Utilization; *Teacher Attitudes; *Teacher Participation; *Theory Practice Relationship

Teachers often regard educational and psychological research as irrelevant to the actualities of classroom teaching. There are many ways that researchers can increase their audience among teachers. More research should be done in the classroom with the teacher acting as a co-investigator. Applied developmental research can increase the base of knowledge. This base of knowledge should include but not be limited to studying methods of classroom management and lesson planning, establishing a good learning environment, evaluating student performance, studying effective instruction, and understanding how students learn. More research should be directed to specific disciplines and there is a need for specific suggestions for bridging the gap between theory and practice. (JD)

ED 315 399 SP 031 893

Williams, Hampton S.; Leonard, Rex L.
A Study of Mississippi Teachers' Attitudes toward the Use of Militant, Collective Actions.
PUB DATE- Nov 89

which consist of: (1)abdominal strength and endurance measured by a sit-up test; (2) flexibility, measured by a sit and reach test; (3) upper body strength and endurance, measured by two select methods--isometric push-up position and/or bench press; and (4) cardiovascular endurance, measured by a 12-minute aerobic movement test. The second section presents a brief overview of psychomotor tests available to children with special needs, as well as suggested guidelines for developing an individualized physical activity program. The third section presents suggested guidelines for placing the child with special needs in the least restrictive environment, the setting in which students can most effectively improve their psychomotor development. Suggestions for student awards in the form of participation, achievement, and excellence are described in the final section. (JD)

ED 315 416 SP 032 063

Recruiting Minority Teachers. A Practical Guide.
American Association of Colleges for Teacher Education, Washington, D.C.
SPONS. AGENCY- Metropolitan Life Foundation.
REPORT NO.- ISBN-0-89333-061-2
PUB DATE- 89
NOTE- 37p.
AVAILABLE FROM- AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-2412 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Black Students; Cultural Differences; Elementary Secondary Education; Higher Education; Hispanic Americans; *Minority Group Teachers; Role Models; Socioeconomic Background; *Student Characteristics; *Student Recruitment; *Teacher Recruitment; *Teacher Shortage

This publication was developed to meet an apparent need for new and effective strategies to recruit greater numbers of racial and ethnic minorities to the field of education. It deals specifically with prospective candidates who are Black, Hispanic, and Asian. The guide is organized in three sections. Part I, "Getting to Know the Target Group", is based on a 1988 American Association of Colleges for Teacher Education national survey of teacher education students

score reporting (the misinterpretation of raw scores or grade equivalents is common); and (5) attributing cause of behavior measured to test (confusing the information provided by a test score with interpretations of what caused the behavior or described by the score). A test score gives no information as to why the individual performed as reported. No statistical manipulation of test data will permit more than probabilistic inferences about causation or future performance. (SLD)

ED 315 430 TM 014 446

A Glossary of Measurement Terms. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-TM-89-1
PUB DATE- Aug 89
NOTE- 3p.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Definitions; Glossaries; *Measurement; *Testing; *Vocabulary
IDENTIFIERS- ERIC Digests

A glossary of terms commonly used in discussing measurement is presented. Terms, arranged in alphabetical order, contain definitions as they pertain to the measurement field. Terms defined are: (1) achievement test; (2) age norms; (3) average; (4) battery; (5) ceiling; (6) criterion-referenced test; (7) diagnostic test; (8) domain-referenced test; (9) grade equivalent; (10) informal test; (11) inventory; (12) item; (13) norm; (14) normal curve equivalent; (15) norm-referenced test; (16) objective percent correct; (17) percentile; (18) percent score; (19) performance test; (20) published test; (21) rating scales; (22) raw score; (23) reliability; (24) screening; (25) specimen set; (26) standardized test; (27) standard scores; (28) stanine; and (29) validity. (SLD)

Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- Aug 88
NOTE- 19p.; Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Grade 9; *Graduation Requirements; High Schools; *High School Students; Mathematics Achievement; Mathematics Skills; *Mathematics Tests; Public Schools; *State Programs; Testing Programs; *Test Results
IDENTIFIERS- *Maryland Functional Mathematics Test

The Maryland Functional Mathematics Test, Level II (MFMT-II) assesses Maryland students' mastery of functional mathematics skills that are described in the Declared Competencies Index published in 1980 by the Maryland State Department of Education. The test is also used to certify students for graduation from high school and to identify students in need of assistance with their math skills. Forms 260 through 269 of the 1987 edition of the MFMT-II were administered to students in grades 9 through 12 during the period October 19 to November 6, 1987. Students in all 24 school districts took the MFMT-II for the first time in grade 9; those in grades 10 through 12 who took it had failed in previous years or were transfers. In all, 46,635 students took the test in 1987. The graduating class of 1987 was the first required to pass the MFMT-II to receive a high school diploma. Separate sections of this paper describe and report the development procedures, technical characteristics, and student performance results of the 1987 administration of the MFMT-II. More detailed information about testing methods, reliability, and validity is to be included in the technical manual for the testing program. In 1987, the percentage of students who passed on the first attempt was higher than in 1986, with a 1.3 point increase in the mean scale score (from 351.5 in 1986 to 352.8 in 1987). Nine tables contain the test results and passing percentages by grade. (SLD)

ED 315 445 TM 014 471

Maryland Functional Mathematics Test--II: Fall 1988 Administration. Report M-88. Technical Report.
Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- Jun 89
NOTE- 24p.

ED 315 458 TM 014 494

Campbell, Kathleen T.
Methods of Multivariate Commonality Analysis.
PUB DATE- 25 Jan 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Educational Research; Mathematical Models; Methods Research; *Multivariate Analysis; *Predictor Variables; *Statistical Analysis; Statistical Significance
IDENTIFIERS- *Commonality Analysis; Criterion Variables; Data Sets

Advantages of the use of multivariate commonality analysis are discussed and a small data set is used to illustrate the analysis and as a model to enable readers to conduct such an analysis. A noteworthy advantage of commonality analysis is that commonality honors the relationships among variables by determining the degree to which predictors in a set share variance with the criterion variables. Since commonality indicates the extent of overlap of the variables, it is especially useful in the behavioral sciences where predictor variables are often correlated with each other. Commonality also reinforces the recognition that canonical analysis is the most general case of parametric significance testing. The disadvantage that there are no statistical significance tests for commonality analyses is outweighed by the advantages. The illustrative example uses a hypothetical data set of 22 observations, 3 predictor variables, and 2 criterion variables. Seven data tables are provided. (SLD)

ED 315 459 TM 014 495

Housing Tax Credit"; and (4) "Selected Cases in the Public Housing Demonstration Program." (JS)

ED 315 471 UD 027 232

White, Sammis B.; Rue, Richard C.
Fiscal Accountability in Wisconsin's Public Elementary Schools. "Where Does the Money Go?" Volume 2, No. 1.
Wisconsin Policy Research Inst., Milwaukee.
PUB DATE- Jan 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Finance; Elementary Education; *Elementary School Teachers; *Money Management; *Public Schools; Questionnaires; *Resource Allocation; School Districts; *School District Spending; *State Norms; State Surveys; *Teacher Salaries
IDENTIFIERS- *Wisconsin

An average of 33.5 percent of school district expenditures is spent on classroom teachers' compensation in Wisconsin elementary schools. The range varies from a low of 21.4 percent to a high of 45.9 percent. Financial data were analyzed from the survey responses of 110 of Wisconsin's 431 districts. The reasons for the average proportion spent on teachers and the great differences among districts are not clear. Substantial variations across districts in costs per pupil, number of pupils per classroom, and average teacher compensation each play a role, but there is no consistent pattern among them. Districts have made choices in each variable that affect the outcome, but the districts are unlikely to have considered these allocation decisions with the classroom teacher in mind. The amount spent on classroom teachers is a fundamental question for parents, citizens, and school districts. Therefore, the State Department of Public Instruction (DPI) should collect and analyze such financial data on a regular basis and develop a modified reporting form so that citizens in each district can better understand where specifically money is spent and why the relative expenditures in a given district vary from those of other districts. Two case studies illustrate the detailed expenditure differences between Shorewood, a suburban Milwaukee district, and Fall River, a small rural district. Statistical data are included on one map, three graphs, and nine tables. Technical notes on the survey instrument and data collection, a copy of the survey

discipline needed to persevere in the face of educational difficulties, while students whose peers disparage academic achievement have more obstacles to overcome in the effort to succeed in school. Chapter 4, "Middle School Education as the Critical Link in Dropout Prevention," cites studies demonstrating the importance of a nurturing, supportive middle school environment to dropout prevention. Each chapter is accompanied by a list of references. (FMW)

ED 315 485 UD 027 264

Bempechat, Janine; Ginsburg, Herbert P.
Underachievement and Educational Disadvantage: The Home and School Experience of At-Risk Youth. Urban Diversity Series No. 99.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 64p.; For related document, see UD 027 265.
CONTRACT- R188062013
AVAILABLE FROM- ERIC Clearinghouse, Teachers College, Box 40, Columbia Univ., New York, NY 10027 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Community Influence; Compensatory Education; *Educationally Disadvantaged; Elementary Secondary Education; Family Influence; *High Risk Students; Literature Reviews; Minority Group Children; Predictor Variables; Research Needs; *School Demography; *School Effectiveness; *Student Behavior; *Underachievement; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Research Suggestions

Research on academic achievement and high risk students over the past 30 years indicates that the home, the school, or the community can be the source of insufficient educational experiences that contribute to educational disadvantage. About 30 percent of the present school population is estimated to be at risk of failure, and demographic projections predict a dramatic increase in the poor and minority school-age populations that largely comprise this and/or instructional strategies, including description, modeling, rehearsal, and feedback; and (4) self-evaluation procedures. A list of 22 references is appended. (FMW)

ED 315 498 UD 027 288

Soto, Lourdes Diaz
Families as Learning Environments: Reflections on Critical Factors Affecting Differential Achievement.
PUB DATE- 90
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; Childhood Needs; *Family Environment; Intermediate Grades; *Language Proficiency; *Parent Aspiration; Parent Child Relationship; *Parent Influence; *Puerto Ricans; Spanish Speaking; Urban Areas
IDENTIFIERS- Pennsylvania

This study identifies home environment factors that may contribute to children's academic achievement. The study involved observing and interviewing 59 families of a group of higher achieving and lower achieving fifth and sixth grade students of Puerto Rican descent residing in southeastern urban Pennsylvania. The following factors that may affect a child's achievement are discussed: (1) the child's degree of language proficiency as well as the everyday functional distribution of language; (2) the parents' educational aspirations for their child and the comparison of this measure to the child's chosen vocation; and (3) the levels of parental controlling strategies. Mini-case studies are presented to illustrate the differing family life situations. The results indicate that in the higher achievers' homes both Spanish and English are spoken, the parents always know the whereabouts of their child, and they have higher expectations for their child's educational achievement. In the homes of lower achievers Spanish is the preferred language, the parents had lower expectations of educational achievement, and they were either more permissive or extremely restrictive with their children. Structural variables such as socioeconomic status were less important than environmental factors in predicting academic achievement. Twenty-three references are included, along with three tables. (JS)

Elementary Secondary Education; *Enrichment Activities; *Extracurricular Activities; *Global Approach; *Social Studies; Student Organizations

Culture studies/global education could easily occupy students' time for an entire academic year. However, faced with the realities of the typical teaching day, it is difficult to find time for anything new or different. One solution is to provide students in the social studies with enrichment learning opportunities through the creation of an after-school global explorers club--the Econauts. An extra-curricular approach to learning provides the time and opportunity for nature walks, field trips, and field-based inquiry not otherwise available during the course of a typical school day. It is suggested that a frame of reference be established by studying the local/area environment before moving on to consider never-before-seen environments. The club can be organized in a variety of ways, but its purposes should be: (1) to enhance inquiry, (2) to encourage discovery and experimentation, (3) to stimulate independent thinking and decision making, (4) to encourage proactive action for the purpose of resolving conflicts, clarifying issues, and/or solving problems, and (5) to accumulate new information and knowledge. Suggestions are offered for learning activities on such topics as seasonal changes, sources and conservation of natural resources, land use planning, human adaptation, human engineering of the environment, and geography. Ideas are presented also for social service activities that would bring social studies alive for the students and make it relevant to real world needs and problems. (JB)

ED 315 356 SO 020 550

Pearl, Patricia.
Religious Books for Children: An Annotated Bibliography. Revised Edition.
Church and Synagogue Library Association, Portland, OR.
REPORT NO.- ISBN-0-915324-21-0
PUB DATE- 88
NOTE- 44p.
AVAILABLE FROM- Church and Synagogue Library Association, P.O. Box 19357, Portland, OR 97219.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Biblical Literature; *Books;

freedom? How does the work that is done by women's studies educators, the development of both new courses and programs, and the transformation of the traditional curriculum to make it more inclusive of the concerns of women and other minorities, impact on academic freedom--the basis of any scholarly enterprise? Can the goals set by these educators be accomplished without violating academic freedom? These were the questions being asked at William Paterson College (New Jersey) as the Women's Studies Program expanded and moved more directly into the center of the curriculum. A definition of academic freedom is written into the contract of teachers at all nine New Jersey state colleges, which protects faculty in the classroom in three ways: (1) to choose what to teach; (2) to choose how to teach it; and (3) to choose how to test it. Realizing the restrictions this places on the department, the only way to maintain the integrity of the program is through voluntary compliance. Faculty members should try to create an atmosphere where feminist issues are seen as an important part of the curriculum and people who are not concerned about this new material are perceived as academically out-of-date. (JB)

ED 315 370 SO 020 575

Tully, Katee
A Feminist Redefinition of Leadership.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Females; Leaders; *Leadership; Role Conflict; Role Perception; *Role Theory; Sex Bias; Sex Role; Sex Stereotypes

Women bring to the leadership process not only distinct needs, but also a unique perspective that should be incorporated in all facets of leadership definition. A woman who occupies a position of leadership is enacting both a sex role and an organizational role. Because of this dual role, women are vulnerable to role conflict. One kind of role conflict exists when the female leader's co-workers have conflicting expectations of how a woman should behave and how a leader should behave. This conflict will be communicated to the leader, creating a lack of clarity as to how she is expected to behave in her leadership position. Another kind of role conflict that is peculiar to women leaders is the conflict arising from attitudes held by the leader herself. When a woman in

Education Curriculum; *Vocational Education
IDENTIFIERS- *Soviet Education; *USSR

This booklet presents facts about education in the Soviet Union and traces developments in the field of education. The number of pupils and students enrolled in schools and other educational institutions of the Soviet Union was 109.7 million in the academic year 1987-88. Under consideration in this publication is the structure of public education, how such a large educational organization is administered, which new ideas are developed within such a system, and how such ideas are put into practice. The first part of the booklet offers facts and figures on the structure of public education and educational management. In the second part, general education and vocational school reform are discussed as well as developments in the general education school curriculum. The final part is devoted to the topic of teachers and teacher education in the Soviet Union. (JD)

ED 315 384 SP 031 816

Estrem-Fuller, Nancy; Braun, Maggie
Just Say "Yes" to Great Staff Morale.
PUB DATE- 89
NOTE- 7p.; Paper presented at the Annual Meeting of the American Camping Association (Seattle, WA, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Camping; *Facilities; *Morale; Outdoor Activities; *Psychological Needs; Resident Camp Programs; *Staff Development

Staff morale is part of all aspects of the camp operation. Six components of camp operation are reviewed in terms of how they affect staff morale. They include: scheduling, training, food, facilities, staffing pattern and program. Each of these aspects is presented in terms of physical needs, or emotional needs, or the subtle, underlying ideas that mirror the camp philosophy. (JD)

ED 315 385 SP 031 835

NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Teachers; Collective Bargaining; Elementary Secondary Education; Public School Teachers; *Teacher Associations; *Teacher Attitudes; *Teacher Militancy; *Teacher Strikes
IDENTIFIERS- *Mississippi

The attitudes that Mississippi public school teachers hold toward the use of collective, militant actions was the focus of the present research. Four-hundred and fifty elementary and secondary level teachers, representing a 75 percent response rate of the 600 randomly selected sample, responded to questions on the "Demographic Information Survey" and the "Teachers' Attitude Scale." Following a descriptive analysis of the data, two hypotheses were tested using a multiple regression/correlation technique. Findings indicated that Mississippi teachers, in general, held unfavorable attitudes toward the use of collective militant actions, that the set of demographic variables were significantly related to the attitude variable; but, of these variables, only race, gender, and sex contributed significantly to the attitudinal variance. Black teachers tended to have more unfavorable attitudes toward the use of collective actions than their white colleagues, and women were more in favor of collective actions than were men. Twenty references, one figure, and one table are included. (Author/JD)

ED 315 400 SP 031 894

Bell, David
Reversing the Trend: The Lack of Minority Teachers.
PUB DATE- Nov 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; *Declining Enrollment; Elementary

and provides general background and preferences information on students by race and ethnicity. Part II, "Concern, Commitment, Collaboration, and Creativity: The Four Cs of Recruitment," describes strategies for recruiting individuals from various levels, namely precollege, college, and midcareer/nontraditional. Part III, "Recruitment Success Stories," describes programmatic and administrative elements of four university-based minority recruitment programs. (JD)

ED 315 417 SP 032 069

Health Services Manual. Hicksville Public Schools.

PUB DATE- 87
NOTE- 194p.; Dot matrix type; xeroxed exhibits, forms, and other occasional legibility problems.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accidents; Child Abuse; *Communicable Diseases; First Aid; Immunization Programs; Physical Education; *Physical Examinations; Recordkeeping; *Reports; *School Health Services; Screening Tests

This procedure manual describes the uniform procedures used by the Hicksville, New York School District's Health Services Program. Its objectives are to establish a uniform set of health services guidelines and procedures, to update all health forms, to maintain an awareness of the current changes in health laws that govern school districts, and to provide a reference for all staff. Topics covered in the manual include: (1) health information series; (2) mandated screenings; (3) communicable diseases; (4) immunization; (5) medication in the school setting; (6) annual physical examinations; (7) sports physical examinations; (8) physical education restrictions; (9) new entrants; (10) student accidents; (11) employee report of injury; (12) forms for health office use; (13) first aid A to Z and emergency procedures; (14) cumulative health record; (15) home instruction; (16) transportation; (17) child abuse; and (18) substitute school nurse. (JD)

ED 315 431 TM 014 447

Boyd, Ronald T. C.
Improving Teacher Evaluations. ERIC Digest No. 111.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 3p.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Evaluation Utilization; Evaluators; Faculty Development; *Feedback; *Principals; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- ERIC Digests

Characteristics of effective teacher evaluations are reviewed, and some common teacher concerns are discussed. A teacher evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from principals and other teachers on how to make changes in their classrooms. Standards for evaluation should: relate to important teaching skills; be as objective as possible; be clearly communicated before the evaluation begins and reviewed after the evaluation is completed; and be linked to teachers' professional development. Some procedures evaluators can use are to: (1) observe classroom activities; (2) review lesson plans and classroom records; and (3) expand the number of people involved in the evaluations. Equally important is reporting the results of the evaluation to give teachers adequate, but not overwhelming, feedback. Linking teacher evaluation to professional development is essential. Teachers often have real concerns about the evaluation process; these concerns include the following: teachers do not have any input into the evaluation process; evaluators do not spend enough time on the evaluation; evaluators are not well trained; and results of the evaluation are not being used to further teacher development. To make teacher evaluation a positive experience for

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Grade 9; *Graduation Requirements; High Schools; *High School Students; Mathematics Achievement; Mathematics Skills; *Mathematics Tests; Public Schools; *State Programs; Testing Programs; *Test Results
IDENTIFIERS- *Maryland Functional Mathematics Test

The Maryland Functional Mathematics Test, Level II (MFMT-II) assesses Maryland students' mastery of functional mathematics skills that are described in the Declared Competencies Index published in 1980 by the Maryland State Department of Education (MSDE). The test is also used to certify students for graduation from high school and to identify students in need of assistance in improving their mathematics skills. Forms 270 through 279 of the 1988-89 edition of the MFMT-II were administered to 47,024 public school students in grades 9 through 12 during the period October 17 to November 4, 1988. Students in all 24 school districts in Maryland took the test for the first time in grade 9; those who took it in grades 10 through 12 were transfers or had previously failed the test. Separate sections of this paper describe and report on the development procedures, technical characteristics, and student performance results of the 1988 administration of the MFMT-II. More detailed technical information and information on test reliability and validity is available from the MSDE. The percentage of students who passed on the first try decreased slightly from 1987. However, the mean scale score of 352.9 for 1988 represents only a 0.1 increase over the mean scale score of 352.8 for 1987. Nine tables present test results and passing percentages by grade. (SLD)

ED 315 446 TM 014 472

Maryland Functional Reading Test-II: Fall 1988 Administration. Report R-88. Technical Report.
Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- Jun 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

Choca, James; And Others
Factor Analytic Structure of the MCMI Items.
SPONS. AGENCY- Veterans Administration, Washington, D.C.
PUB DATE- 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; Factor Structure; *Patients; *Personality Assessment; *Psychiatry; Test Interpretation
IDENTIFIERS- *Millon Clinical Multiaxial Inventory

The factor analytic studies that have been done with the Millon Clinical Multiaxial Inventory (MCMI), a 175-item paper-and-pencil test designed to evaluate symptomology in psychiatric patients, have been problematic in that the test's high inter-scale correlation could lead to an artificially robust factor structure. The present investigation avoided the issue of scale overlap by working with the patients' answers to the individual items of the inventory rather than the overlapping scales. The subjects were 2,129 male psychiatric inpatients who completed valid protocols. Principal component analysis led to 17 interpretable factors that accounted for 41% of the variance. Thirteen of these factors contained items resembling scales from the MCMI. These factors represented basic personality scales (e.g., Avoidant), as well as clinical symptom scales (e.g., Dysthymic). Other factors represented more circumscribed characteristics such as suicidality, weepiness, and lability. The MCMI scales most poorly represented in the factor structure were those assessing psychoticism and severely maladaptive personality styles, a surprising finding in a sample of psychiatric inpatients. Also, in contrast to scale-based factor analyses, no general maladjustment factor emerged. (Author)

ED 315 460 TM 014 677

Methodology Report for the National Postsecondary Student Aid Study 1987. Contractor Report.
Westat, Inc., Rockville, MD.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES90-309

questionnaire, and a list of 13 references are appended. (FMW)

ED 315 472 UD 027 233

Black, Gordon S.
The Lack of Confidence in Public Education in Wisconsin. A Survey of How 3,000 Wisconsin Residents View Public Education in Wisconsin. Volume 2, No. 4.
Wisconsin Policy Research Inst., Milwaukee.
PUB DATE- Apr 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Educational Attitudes; Educational Quality; *Educational Vouchers; Elementary Secondary Education; *Public Education; *Public Opinion; *School Taxes; Special Education; State Surveys; Urban Schools
IDENTIFIERS- Milwaukee Public Schools WI; *Wisconsin

Although Wisconsin citizens support public education, they have significant doubts about the quality of education in the state and would support a number of reforms aimed at changing its structure, character, and accountability. Three telephone surveys were conducted with three representative samples of 1,000 citizens between January 1988 and January 1989. A few of the same questions were asked in all three surveys, but each survey's focus varied slightly based on information obtained from an earlier survey or focus groups that were conducted prior to each wave of interviewing. The following general findings are discussed: (1) statewide, most citizens do not believe that the quality of education is excellent or that students today receive as good an education as they did, and in Milwaukee, 72 percent of the residents view the quality of education as poor; (2) most respondents believe that teachers and administrators should be accountable for the quality of education, and urban, poor, and minority respondents strongly support a voucher system that would allow parents to choose their child's school; (3) special education programs are strongly supported, but there is disagreement between the elderly and blacks, urban residents, younger people, and women over child care programs; (4) while 33 percent of the respondents felt that too little was spent on public education, approximately half opposed higher taxes in their communities and would prefer to shift the tax burden to the state. Statistical data are included on

group. This document comprises a review of the demographic factors associated with educational disadvantage and school failure, the scope and nature of problem behaviors associated with school failure, and educational programs and practices that appear to be effective in increasing the cognitive development of high risk students. The following predictors of school failure are discussed: (1) poverty status; (2) race and ethnicity; (3) family and household characteristics; (4) parent education; and (5) language minority status. The following problem behaviors of high risk youth are discussed: (1) truancy; (2) grade retention; (3) school suspension; (4) dropping out; (5) drug and alcohol abuse; (6) teenage pregnancy; and (7) teenage childbearing. The following effective educational strategies for high risk students are discussed: (1) types of school-based compensatory education programs and extended day/year programs; (2) some examples of school-wide reform and community-based approaches; (3) parent participation; and (4) instructional techniques. Further research would benefit from attention to definition and measurement of risk factors, and from the use of ethnographic research methods. A list of 178 references is appended. (FMW)

ED 315 486 UD 027 265

Pollack, Seth D.; Bempechat, Janine
The Home and School Experiences of At-Risk Youth; An Annotated Bibliography of Research Studies.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 41p.; For related document, see UD 027 264.
CONTRACT- R188062013
AVAILABLE FROM- ERIC Clearinghouse, Teachers College, Box 40, Columbia Univ., New York, NY 10027 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *Educational Experience; Educationally Disadvantaged; Educational Research; Elementary Secondary Education; *Family Influence; *High

ED 315 499 UD 027 289

Observance of National Children's Day. Joint Hearing before the Task Force on Human Resources of the Committee on the Budget and the Select Committee on Children, Youth, and Families of the House of Representatives. One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on the Budget.; Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 3 Oct 89
NOTE- 199p.; Reduced-size and poor legibility of attachments prevents paper copy reproduction. Serial No. 5-4.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Advocacy; *Childhood Needs; Children; Childrens Rights; *Child Welfare; *Educational Needs; Federal Aid; *Government Role; *Health Needs; Hearings; Legislators; Youth Programs
IDENTIFIERS- Congress 101st

In observance of National Children's Day, this House of Representatives' joint hearing was concerned with children's health, education, and welfare issues. Its purpose was to discuss the first National Children's Day Report Card, which provides information about changes that need to be made in government spending and in the treatment of children in our society. Section 1 contains statements made by the following people: (1) Dr. T. Berry Brazelton; (2) Felicia Dixon; (3) Kristie Joy Drury; (4) Jennifer Gamble; (5) Robert Greenstein; (6) Hon. Joseph P. Kennedy, II; (7) Anthony Lee; (8) Ronald Menard; (9) Thomas A. Nazario; (10) Lee Oakman; (11) Dr. Donald Schiff; (12) Steven P. Speach, Ph.D.; (13) Marie Vollestedt; (14) James D. Weill; and (15) Arlene Zieike. Section 2 contains additional material submitted, including a copy of the National Children's Day Report Card. There is a state-by-state report on 26 child indicators which are grouped under three issues: child health; child welfare; and child education. A listing of the definitions of the child indicators is appended. Section 3 contains prepared statements about children's issues by specialists in the field. (JS)

Buddhism; *Childrens Literature; *Christianity; Elementary
Education; Fiction; *Judaism; Nonfiction; *Religious Education
IDENTIFIERS- Islam

This bibliography is intended to serve primarily as a guide for the selection of children's religious books and secondarily for the evaluation of this area in library collections. The 442 annotated citations are arranged by seven major subject areas: (1) Bible, (2) Old Testament, (3) New Testament and Jesus, (4) Christianity, (5) Judaism, (6) Religions, and (7) Holidays. Each section is subdivided. Books with imprints of 1980 forward are listed. The guide includes material for children from preschool age through sixth grade. Citations provide bibliographic information, price, Dewey numbers and subject headings, brief annotations, and the age range for which the book is recommended. Author and title indexes conclude the document. (AS)

ED 315 357 SO 020 551

Wood, Curtis W., Jr.
History for the Public.
PUB DATE- Dec 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Historical Association (103rd, Cincinnati, OH, December 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Background; *Cultural Centers; *Cultural Education; Educational Cooperation; Educational Trends; *History Instruction; Information Services; Institutional Cooperation; State History
IDENTIFIERS- *Historians; North Carolina; *Public History; Western Carolina University NC

The Mountain Heritage Center at Western Carolina University (Cullowhee, North Carolina) uses public history to educate people about southern Appalachian history and culture. The Mountain Heritage Center is a museum and research center established to collect, interpret, and disseminate knowledge about the southern Appalachian region. The Center conducts research, collects and displays artifacts, and produces its own publications, exhibitions, and demonstrations. Supported by two National Endowment for the Humanities grants, and an appropriation from the North Carolina

a position of leadership has one set of expectations for herself as a woman and another conflicting set of expectations for herself as a leader, then she experiences conflict. Attitudes of followers have been an important influence in determining appropriate leadership behavior and style, and leader-follower relationships are more complex when mixed sex typing is involved. The standard against which effective leadership frequently is evaluated is one that has been developed for and by men. It is crucial that the validity of leadership theory be based on work that assesses female leaders. A 26-item bibliography is included. (JB)

ED 315 371 SO 020 576

Bradunas, Elena; Topping, Brett, Ed.
Ethnic Heritage and Language Schools in America. Studies in American Folklife, No. 4.
Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- 88
NOTE- 339p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($16.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Schools; *Cultural Activities; *Cultural Background; *Cultural Education; Elementary Secondary Education; Ethnic Groups; *Ethnicity; Ethnic Studies; Folk Schools; Participant Observation; Religious Education; Second Language Instruction
IDENTIFIERS- Ethnic Heritage and Language Schools Project; *Ethnic Schools

This book reports the findings of the Ethnic Heritage and Language Schools Project undertaken by the American Folklife Center in 1982. Twenty-one researchers used participant observation to study ethnic schools in different parts of the United States. The project studied schools that correspond to Fishman's classification of ethnic education programs: (1) all-day schools, (2) weekday after-hours schools, and (3) weekend schools. Each survey fieldworker conducted research independently, under the direction of the project coordinator, using general interview guidelines. Thirteen fieldworker essays are reproduced in this report, covering schools affiliated with the following groups: (1) Cambodian, (2) Islamic, (3) Portuguese, (4) Korean, (5) Turkish, (6) Polish, (7)

Bower, Ann M.
Doorway to Success in the New York State Mentor Teacher-Internship Program: The Relationship.
PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Helping Relationship; *Internship Programs; *Interpersonal Relationship; *Mentors; *Released Time; State Programs; Teacher Orientation
IDENTIFIERS- *New York

A description is given of the Mentor Teacher-Internship Program, which is funded by New York State and operates under state guidance. The focus of the program is on building a mutually rewarding relationship between the mentor and novice teacher. Steps through which mentor-intern dyads can progress on their way toward an effective, optimal relationship are discussed. It is possible for these steps to lead to the transformation of both teachers with increased professional development for the mentor as well as a successful orientation for the intern. The more positive the relationship, the more likely it is that transformation of both teachers in a particular pair will take place. A salient feature of the program is regular released time for both individuals in the partnership. (JD)

ED 315 386 SP 031 849

Ellerman, Gary; Arnn, John W., Jr.
A Functional Clinical Faculty Model.
PUB DATE- 20 Nov 89
NOTE- 13p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Secondary Education; Higher Education; *Minority Group Teachers; Scholarships; State Action; *Student Recruitment; *Teacher Shortage; Teacher Supply and Demand; Teaching Conditions

Few educational issues have caused as much concern as those relating to teacher supply and demand especially as it relates to the recruitment of black teachers. Suggestions are made for reversing the trend of declining minority involvement in teaching, focusing on the role of the state and state universities. It is emphasized that minority student recruitment into teaching should start long before graduation from high school. It is noted that the real solution may not be reallocation of able minority students but redevelopment of strategies to increase the potential pool of students who complete college. A 46-item bibliography is attached. (JD)

ED 315 401 SP 031 914

Bell, David; Roach, Patricia B.

Moonlighting: A Study of Extra-Contractual Income of Arkansas' Public School Teachers.

PUB DATE- Nov 89

NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 7-10, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; *Multiple Employment; Part Time Employment; *Public School Teachers; *Teacher Attitudes; *Teacher Salaries

IDENTIFIERS- *Arkansas

This state-wide study was designed to determine the extent to which teachers in Arkansas hold second jobs. A survey of public school teachers in 23 counties elicited 1,546 responses. Thirty-eight percent of Arkansas' teachers hold second jobs, although indications are that this would be a much higher percentage if additional jobs were available. Very few of the second jobs were actually related to the primary vocation of the teacher. Activities reported included bus driving, club activities, tutoring and coaching. Most of these activities pay a minimum wage. For most who moonlight, the extra income is an economic necessity, and for a great many more, the economic need to work a second job exists but

ED 315 418 SP 032 080

Ostrander, Ray; And Others
Teacher Supply and Demand in Nebraska. 1988-1994.
Nebraska Univ., Lincoln. Bureau of Educational Research and Field Services.
PUB DATE- Mar 88
NOTE- 23p.; For related document, see SP 032 081.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Projections; Faculty Mobility; Teacher Certification; *Teacher Distribution; *Teacher Shortage; *Teacher Student Ratio; *Teacher Supply and Demand
IDENTIFIERS- *Nebraska

This study of the supply and demand for teachers in the State of Nebraska from 1988 through 1994 includes consideration of all teachers in grades kindergarten through 12 assigned to public and nonpublic schools. The study is reported in three major sections. Section I provides an executive summary of the projections of teacher supply and demand for the State of Nebraska. Second II relates methods and sources which support the projections given in Section I. Section III includes graphs, tables, and charts of detailed statistics which contribute to an understanding of information presented in the preceding two sections; the text includes references to relevant studies. (JD)

ED 315 419 SP 032 081

Ostrander Ray; And Others
Policy Implications Drawn from a Study of Teacher Supply and Demand in Nebraska.
Nebraska Univ., Lincoln. Bureau of Educational Research and Field Services.
PUB DATE- Mar 88
NOTE- 17p.; For the basic report, see SP 032 080.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Size; *Educational Quality; Elementary Secondary

both the teacher and the evaluator, the evaluator must ensure that the process is more than an empty exercise. (SLD)

ED 315 432 TM 014 448

Rudman, Herbert C.
Integrating Testing with Teaching. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-TM-89-7
PUB DATE- Nov 89
NOTE- 3p.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Attitudes; *Educational Testing; Elementary Secondary Education; School Administration; Standardized Tests; Teacher Attitudes; *Teaching Methods; *Test Use
IDENTIFIERS- ERIC Digests

This digest discusses the integration of teaching and testing. The use of tests as instructional tools and administrative tools is discussed as well as teacher and administrator attitudes toward testing and teacher competency in interpreting test results. The term "tests" covers standardized tests of achievement and aptitude, less formal paper-and-pencil tests, performance tests, and the like. To link testing directly to teaching, tests can be used at the beginning of the school year to gain an overview of student knowledge, in decisions about grouping students in the classroom, in diagnoses of each student's knowledge, and in attempts to determine the appropriate pace of classroom instruction. Tests can be used to make student promotion and retention decisions, to share information with parents and other non-student stakeholders, and to measure the effectiveness of instruction and learning. Teachers generally seem to be more supportive of testing than is indicated by the literature, and teachers' attitudes seem to be a function of their experience and knowledge. Superintendents report a higher level of satisfaction with use of tests by practitioners for

DESCRIPTORS- Achievement Tests; *Grade 9; *Graduation Requirements; High Schools; *High School Students; Public Schools; Reading Achievement; Reading Skills; *Reading Tests; *State Programs; Testing Programs; *Test Results
IDENTIFIERS- *Maryland Functional Reading Test

The Maryland Functional Reading Test, Level II (MFRT-II) assesses Maryland students' mastery of functional reading skills that are described in the Declared Competencies Index published by the Maryland State Department of Education (MSDE) in 1980. The test is also used to certify students for graduation from high school and to identify those who need assistance with reading skills. Forms 170 through 179 of the 1988 edition of the MFRT-II were administered during the period October 17 through November 4, 1988 to 46,108 students in grade 9 taking the test for the first time, as well as to some students in grades 10 through 12 who were transfers or had failed the test previously. Separate sections of this paper describe and report on the development procedures, technical characteristics, and student performance results. Additional technical information and information on test reliability and validity is available from the MSDE. The percentage of students who passed on the first attempt stayed essentially the same as for the 1986 and 1987 tests (94% as opposed to 92.2% and 93.1% for 1986 and 1987, respectively). The mean scale score of 374.98 decreased slightly from the 1987 mean scale score of 376.10. Ten tables present test results and passing percentages by grade. (SLD)

ED 315 447 TM 014 473

Maryland Functional Reading Test-II: Fall 1987 Administration. Report R-87. Technical Report.
Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- Aug 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Grade 9; *Graduation Requirements; High Schools; *High School Students; Public Schools; Reading Achievement; Reading Skills; *Reading Tests; *State Programs; Testing Programs; *Test Results
IDENTIFIERS- *Maryland Functional Reading Test

PUB DATE- Mar 90
NOTE- 421p.; Data Series: SP-NPSAS-1987.
CONTRACT- OE-300-86-0044
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Data Analysis; Database Design; *Data Collection; Educational Finance; Institutional Characteristics; *National Surveys; Parent Background; Parent Financial Contribution; Postsecondary Education; Questionnaires; Research Design; *Research Methodology; *Sampling; Statistical Surveys; Student Characteristics; Student Costs; *Student Financial Aid
IDENTIFIERS- *National Postsecondary Student Aid Study (1987)

To establish a comprehensive national database on postsecondary student financial aid, the National Center for Education Statistics conducted the 1987 National Postsecondary Student Aid Study (NPSAS). Objectives were to: (1) determine the costs of postsecondary education for aided and non-aided students; (2) evaluate how students finance their postsecondary education and the role financial aid plays in meeting these costs; (3) assess how families cope with postsecondary education costs; and (4) show the total education debt acquired by students. Information was also collected on characteristics of the participating students, parents, and institutions. This methodology report covers the general scope and design of the study, with emphasis on the in-school sample and sampling design. The sample design included four stages of sampling--area sampling; institution sampling; student sampling; and parent sampling. The 59,886 students who were eligible for participation in the NPSAS were attending eligible institutions on or about October 15, 1986. Project management is discussed, with a description of data collection and update. Chapters are devoted to the student survey and the parent survey. File creation and data analysis are described, and a chapter reviews weighting and variance estimation for the survey data. The size and complexity of the study required methodological innovations, some of which are the basis for recommendations for future studies growing from the experience of the NPSAS. Eight figures, 21 tables, and 9 exhibits supplement the report. Four appendixes contain: NPSAS data collection instruments; NPSAS measurement task reports; NPSAS student survey food and housing expenditure flags; and imputation for records abstract file. (SLD)

ED 315 461 TM 014 760

14 graphs. (FMW)

ED 315 473 UD 027 234

Quiles, Jose A.
The Cultural Assimilation and Identity Transformation of Hispanics: A Conceptual Paradigm.
PUB DATE- 89
NOTE- 27p.; Poor quality type throughout.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Acculturation; Biculturalism; *Cultural Traits; *Developmental Stages; Ethnic Groups; Ethnicity; Ethnic Stereotypes; *Hispanic Americans; Immigrants; Models; Self Concept; *Social Adjustment; *Sociocultural Patterns
IDENTIFIERS- Conceptual Models; *Identity Formation

This paper discusses the processes of cultural assimilation and identity transformation experienced by Hispanic Americans. The process of acculturation for Hispanics in the United States, which requires adaptation to a different set of cultural, societal, and racial/ethnic demands, is explored by using a paradigm model. The conceptual paradigm model presented in this paper attempts to explain the process of adaptation that Hispanics go through to become part of Anglo-American society. The assimilation process is described as a multi-dimensional, staged process, characterized by both accommodation to Anglo-American culture and retention of the native culture of origin. The following stages of adaptation in the assimilation process which create specific phases necessitating specific adjustments for Hispanics are described: (1) shocked stage; (2) unsure stage; (3) skidder stage; and (4) adapted stage. A bibliography with 27 references is included, along with a glossary which defines 13 terms used in this paper. Three figures are included. (JS)

ED 315 474 UD 027 235

Risk Students; *Outcomes of Education; Parent Influence; Predictor Variables; Social Influences

This bibliography provides annotations of 33 major research studies on the school and social factors that impede disadvantaged children's ability to learn and succeed in school. The studies demonstrate that a wide range of educational, familial, and social influences can either put children at risk of educational failure early in their lives or help them overcome their disadvantages later in their school careers. No single aspect seems to explain a child's achievement, and several of the studies even contradict the findings of others. Studies are arranged in three sections that reflect the influences of school, home, and society in general on a child's educational experiences. Several authors are represented by different papers in more than one category. Recent research is emphasized, but some seminal studies on at-risk children that were conducted a decade or more ago are also included. Most studies are dated between 1982 and 1989. (Author/FMW)

ED 315 487 UD 027 266

Solomon, Carmen D.
Cash Welfare Funds and Homeless Families with Children. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-88-394-EPW
PUB DATE- 23 May 88
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Emergency Programs; Family Programs; *Federal Legislation; Federal Programs; Financial Support; Grants; *Homeless People; *Housing Needs; Social Services; *State Programs; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Congress 100th; *Social Security Act Title IV A

This report describes how Title IV-A of the Social Security Act is being used to aid homeless families with children. The report reviews the history of the Emergency Assistance program (EA) and the special needs component of the Aid to Families with Dependent Children program (AFDC-Special Needs), discusses current policy and practice, examines the efforts of some welfare agencies to aid the

ED 315 500 UD 027 290

Schoener, John E.
Middle School Attendance Improvement Dropout Prevention (A.I.D.P.) Program 1987-88. OREA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Nov 89
NOTE- 109p.; For 1986-87 report, see ED 297 066.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; *Attendance Patterns; *Dropout Prevention; Educational Environment; High Risk Students; Improvement Programs; Intermediate Grades; Junior High Schools; *Middle Schools; *Potential Dropouts; Program Effectiveness; School Counseling; School Holding Power; *Urban Schools
IDENTIFIERS- *New York City Board of Education

This report evaluates the effectiveness of the Attendance Improvement Dropout Prevention (AIDP) program during the 1987-88 school year, which provided services to New York City (New York) middle school students at risk of becoming truant or dropping out of school. Chapter 1, "Introduction," contains the following sections: (1) "Background"; (2) "Performance Objectives"; (3) "Evaluation Objectives"; (4) "Evaluation Procedures"; and (5) "Organization of the Report." Chapter 2, "Summary of Citywide Program," contains the following sections: (1) "Program Participants"; (2) "Program Implementation"; (3) "Citywide Program Outcomes"; (4) "Changes in AIDP Student Attendance from 1986-87 to 1987-88"; (5) "Changes in AIDP Students' Academic Achievement from 1986-87 to 1987-88"; (6) "Relationship Between Outcomes and Student Variables"; and (7) "Relationship Between Program Variables and Attendance." Chapter 3, "Individual Programs in School Context," contains the following sections: (1) "Literature Review"; (2) "Student Outcomes in Sample Schools"; (3) "Demographics of Sample Schools"; and (4) "Program Variation Among Schools." Chapter 4, "Outcome Predictors and Implications for Program Success," contains the following sections: (1) "Analysis Methods"; (2) "Variables Related to Attendance Outcomes"; (3) "Variables Related to Achievement Outcomes"; (4) "Negative Factors"; and (5) "Implications for Successful AIDP Programs." Chapter 5 contains conclusions about the program's effectiveness. Chapter 6 contains

State Legislature, the Center developed a permanent Scotch-Irish exhibit with a traveling version. The Mountain Heritage Center collaborates in the educational programs of public schools and university students, and staff members serve as consultants to various community, civic, and historical groups in designing exhibits or writing grants in pursuit of cultural goals. The center conceives, funds, designs, and builds at least one major, original exhibit each year, the planning of which frequently involves community people. Noting that the differences between academic and public history are in their deliveries and conditions of work, the Mountain Heritage Center demonstrates the collaborative nature of public history, and the diversity of work that distinguishes it from traditional academic history. (AS)

ED 315 358 SO 020 552

Fieg, John Paul; Mortlock, Elizabeth
A Common Core: Thais and Americans.
REPORT NO.- ISBN-0-933662-80-7
PUB DATE- 89
NOTE- 134p.
AVAILABLE FROM- Intercultural Press, Inc., P.O. 700, Yarmouth, ME 04096 ($11.95 each, discounts on quantity orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Comparative Analysis; *Cross Cultural Studies; Cultural Awareness; *Cultural Differences; *Cultural Traits; Foreign Countries; Foreign Culture; Global Approach; International Relations; International Studies
IDENTIFIERS- *Thailand

Thais and U.S. citizens have a number of striking cultural similarities. Both prize the freedoms they enjoy, both are quite pragmatic and individualistic, and both disdain pomposity and arrogance. These traits form a kind of common core that helps Thais and U.S. citizens connect in cross-cultural interactions. Nevertheless, there are also fundamental differences that must be bridged if mutually satisfactory relationships are to be established. This book examines the commonalities and explores the differences in depth. For instance, Thais have a very high regard for authority and status and live in an extremely hierarchical society; far different from the more fluid social milieu in the

Buddhist, (8) German-Russian, (9) Lebanese/Arabic, (10) Greek, (11) Jewish/Hebrew, (12) Hupa Indian, and (13) Czech. The community-based ethnic schools studied demonstrate each group's perception of itself and its cultural legacy, and are examples of conscious transmission of cultural knowledge. Their curricula show what each community perceives as important components of their ethnic identity; language, religion and history are the focus of classes, with the most value normally placed upon language. As forums for learning and presenting songs, dances, crafts and other traditions, schools play an important role in formulating and defining what constitutes ethnic cultural expressions for the children. This investigation recognizes the importance of community-based ethnic schools in helping the United States retain its multicultural profile and notes further study is warranted. (AS)

ED 315 372 SO 020 577

Grunig, Larissa A.
Applications of Feminist Scholarship to Public Relations: Displacing the Male Models.
PUB DATE- Jun 89
NOTE- 25p.; Paper presented at the Annual Meeting of the National Women's Studies Association (11th, Towson, MD, June 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Course Evaluation; *Curriculum Development; Educational Objectives; Faculty Development; *Feminism; Higher Education; Instructional Development; *Instructional Improvement; *Public Relations; *Relevance (Education); Sex Discrimination

Feminist scholarship has the potential of modifying the assumptions, values, and methodologies of any discipline because it examines that field from the viewpoint of both men and women. Faculty development programs across the country are aimed at incorporating this new scholarship into the curriculum. One such program, the University of Maryland's "Thinking about Women," is used as the model for this paper. Curricular transformation projects share the goal of teaching about women and diversity with sensitivity in the classroom. Statistics show that women comprise 51 percent of the public relations field. This feminization of the field is cause for concern to both males and females, for history

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; *Cooperating Teachers; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Development; Student Teacher Supervisors; Student Teaching; *Teaching Experience
IDENTIFIERS- *Radford University VA

This paper describes a model of a field based or clinical experience program for prospective teachers. An overview of issues and concerns regarding field experiences and student teaching describes the traditional approach to supervised practice teaching. In a discussion of contemporary perspectives on student teaching programs, it is noted that clinical teaching experiences should address individual student needs, provide exposure to various teaching styles, offer a variety of experiences in the classroom, and involve inservice teachers as active participants. A description is given of the Radford University (Radford, Virginia) Model for a clinical teaching program in which a key factor was more rigorous requirements for admission. Another salient fact of the program was a new emphasis on the training of cooperating teachers. The program description covers requirements for cooperating teachers, and the responsibilities of both the clinical and adjunct faculty. Criteria for selecting clinical faculty are listed and an outline is presented of the training program for the faculty. (JD)

ED 315 387 SP 031 850

Blankenship, Cecil; And Others
A Shared Experiential Preparation Program for Principals and Teachers at East Tennessee State University.
PUB DATE- Nov 89
NOTE- 31p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; College School Cooperation; Elementary Secondary Education; *Experiential Learning; Higher Education; *Internship Programs; *Masters Degrees; Mentors; Preservice Teacher Education; Principals; *Program Development
IDENTIFIERS- *East Tennessee State University

the employment opportunity does not. Most of the teachers who responded to the survey did not believe that working a second job lowered their prestige nor did it cause the majority to become dissatisfied with teaching. There seemed to be little concern that working a second job jeopardized school evaluation or caused the teachers difficulty with the school board. (JD)

ED 315 402 SP 031 915

Roach, Patricia B.; And Others
Continents and Oceans: Determining the Knowledge Level of Selected Preservice Teachers.
PUB DATE- Nov 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Geography; Higher Education; *Knowledge Level; *Preservice Teacher Education
IDENTIFIERS- *Continents; *Oceans

This study provides insight into the basic skills level of geographic place of a selected sample of elementary (N=104) and secondary (N=50) preservice teachers. The data indicate a limited ability of the sample to recall correctly the names and identify the location of continents and oceans. Although the scores of secondary and elementary preservice teachers concerning knowledge of continents were similar, secondary preservice teachers slightly out-performed the elementary group in knowledge of oceans. (JD)

ED 315 403 SP 031 942

Fall Hiring Report. Certified Professional Staff Vacancies as of September 1, 1988.
Connecticut State Dept. of Education, Hartford.

Education; Enrollment Trends; Equal Education; Faculty Mobility; Family Characteristics; Gifted; *Policy Formation; *State Action; Teacher Certification; Teacher Education; Teacher Recruitment; Teacher Salaries; *Teacher Student Ratio; *Teacher Supply and Demand

IDENTIFIERS- *Nebraska

This summary outline interprets the Nebraska Teacher Supply and Demand Study for its impact on educational policy. A listing is presented of factors revealed in the study of which some are controlled by policy decisions and some result from external forces impacting policy. The following factors are discussed: (1) student enrollment; (2) pupil teacher ratios; (3) more women in the work force creating a need for more child care; (4) increased family disorganization and economic deprivation; (5) educational equity and opportunity; (6) opportunities for the highly gifted; (7) class size; (8) educational finance; (9) teacher attrition by retirement; (10) teacher attrition before retirement; (11) teacher education and certification; (12) reserve teacher pool; (13) teacher salaries; (14) educational quality; and (15) early teacher recruitment. It is noted that the Teacher Supply and Demand Study should be routinely up-dated. (JD)

TM

ED 315 420 TM 014 225

LaRocque, Linda; Coleman, Peter

"Quality Control": School Accountability and District Ethos.

SPONS. AGENCY- Simon Fraser Univ., Burnaby (British Columbia).; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- Jan 88

NOTE- 49p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Accountability; *Administrators; Educational Assessment; Elementary Secondary Education; Evaluation decision making than do measurement specialists. Students favor frequent testing, but while most of them want to know the results of their tests, less than half want to discuss them with their teachers. A short reading list is appended. (TJH)

ED 315 433 TM 014 451

Rudner, Lawrence M.; Eissenberg, Thomas E.
State Testing of Teachers: The 1989 Report. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-TM-89-10
PUB DATE- Dec 89
NOTE- 3p.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Basic Skills; *College Entrance Examinations; Cutting Scores; Elementary Secondary Education; Higher Education; Knowledge Level; *National Surveys; *State Programs; State Surveys; *Teacher Certification; Teacher Education Programs; Teaching Skills; *Testing Programs; Test Use
IDENTIFIERS- ERIC Digests

This digest summarizes the results of the latest annual survey of state teacher testing programs. State directors of teacher testing programs were contacted in the summer of 1989 and asked to update the data compiled by the American Institutes for Research in 1988. Data indicate that: (1) states commonly use admission tests for applicants to teacher education programs and certification tests for graduates of such programs prior to teaching; (2) 25 states have begun admissions testing, with an additional 2 states expecting to do so in the near future; and (3) 35 states now use certification tests, with an additional 2 states expecting to do so in the near future. A table provides detailed information by state concerning the year the survey data were collected, test use, and passing scores and pass rates for admission tests and certification tests. The table also indicates whether certification tests cover

The Maryland Functional Reading Test, Level II (MFRT-II) assesses Maryland students' mastery of functional reading skills that are described in the Declared Competencies Index published by the Maryland State Department of Education in 1980. The test is used to certify students for high school graduation and to identify those in need of assistance to improve their reading skills. Forms 160 through 169 of the MFRT-II were administered to 44,032 students in Maryland public schools in grades 9 through 12 during the period October 19 through November 6, 1987. Most were ninth graders taking the test for the first time; students in grades 10 through 12 who took the test were transfers or had failed the test previously. Separate sections of this paper describe and report on the development procedures, technical characteristics, and student performance results of the 1987 edition of the MFRT-II. More detailed information is available in the technical manual. The percentage of students who passed on the first attempt stayed essentially the same as in 1986, at approximately 93% (versus 92.2%). The mean scale score in 1987 of 376.10 was about the same as that in 1986 (376.46). Nine tables present test results and passing percentages. (SLD)

ED 315 448 TM 014 475

Perry, Lucille N.
The Use of Structure Coefficients in Regression Research.
PUB DATE- Jan 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Educational Research; Heuristics; Multivariate Analysis; Predictive Measurement; *Regression (Statistics); *Research Methodology; Test Interpretation
IDENTIFIERS- *Structure Coefficients

It is recognized that parametric methods (e.g., t-tests, discriminant analysis, and methods based on analysis of variance) are special cases of canonical correlation analysis. In canonical correlation it has been argued that structure coefficients must be computed to correctly interpret results. It follows that structure coefficients may be useful in interpreting regression results. A small data set for a random sample of 12 of 367 participants in a

Grade 12 Diploma Examination. Examen en vue du diplome douzieme annee. Complete Set, January 1990.
Alberta Dept. of Education, Edmonton.
PUB DATE- 90
NOTE- 534p.
LANGUAGE- English; French
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Achievement Tests; Educational Assessment; Foreign Countries; *Grade 12; Graduation Requirements; High Schools; Student Evaluation; Test Items
IDENTIFIERS- *Alberta

The Alberta (Canada) Department of Education issues "Grade 12 Diploma Examinations" for various disciplines every six months (dated January and June of each year). Except for the English and Francais examinations (which are issued only in their own language), the examinations are issued in an English edition and a French edition. The eight disciplines represented in this compilation are as follows: Biology/Biologie 30; Chemistry/Chimie 30; English 30; English 33; Francais 30; Mathematics/Mathematiques 30; Physics/Physique 30; Social Studies/Etudes Sociales 30. The English tests have a "Part A": Written Response," in one booklet, and a "Part B: Reading (Multiple Choice)," in two booklets: "Readings Booklet" and "Questions Booklet." Before the cyclical pattern of publication was recognized, numerous previous generations of these tests were entered into the ERIC database (generally by the Reading-CS and Science-SE Clearinghouses). This compilation will be the last group entered (at least until future changes in the tests justify a new entry). Users interested in the latest editions of this series of tests are referred to the Alberta Department of Education. (AA)

UD

ED 315 462

UD 026 565

Mattai, P. Rudy; Ohiwerei, Godwin
Some Mitigating Factors against African-Americans in the Rural American South Opting To Study Abroad.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Conference on the International Educational Exchange (42nd, Washington, DC, November 1-13, 1989). Two tables of light type may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Blacks; College Students; Geographic Regions; Higher Education; Literature Reviews; *Migration; *Regional Attitudes; *Rural Youth; *Student Characteristics; *Study Abroad
IDENTIFIERS- *United States (South)

This document comprises a review of the factors which may account for the seeming general low interest among African Americans in migration and for the lack of interest among rural Southern blacks in study abroad. A review of the literature on migration indicates that the following factors directly influence the decision to migrate: (1) costs; (2) distance; (3) employment opportunities; (4) educational status; (5) availability of information; and (6) similarity of social organization. The following factors may specifically mitigate against study abroad by rural Southern blacks: (1) the low average income of black families and the high cost of study abroad; (2) the relatively low educational attainment and the degree of passivity of rural southern blacks with regard to mobility; (3) the insecurity and marginality caused by minority group membership; and (4) the lack of communication networks abroad. Increased participation in educational exchange programs might encourage more blacks to pursue foreign study. Statistical data are included on three tables. A 30-item bibliography is appended. (FMW)

ED 315 475 UD 027 237

The Future of African-Americans to the Year 2000.
Congressional Task Force on the Future of African-Americans, Washington, DC.
PUB DATE- 89
NOTE- 149p.; For summary report, see UD 027 238.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

homeless, describes relevant legislation, and presents data related to EA. Section 1 is an introduction. Section 2, "History," covers the following topics: (1) the emergence of EA; (2) the concept of special needs; (3) individualized service to consolidated grants; (4) EA time limit; and (5) case law regarding EA. Section 3, "Current Rules and Practice," covers the following topics with regard to EA and AFDC-Special Needs: (1) the law; (2) regulations; (3) State use of each program for shelter; and (4) a comparison of EA and AFDC-Special Needs. Section 4, "Proposed Federal Regulations to Curb Use of Welfare Hotels," covers the following topics: (1) EA regulations; (2) AFDC-Special Needs regulations; and (3) Congressional response. Section 5, "New State Initiatives to Help Homeless Families with Children," covers the following states: (1) California; (2) New York; and (3) Massachusetts. Section 6 covers the proposed legislation dealing with the use of EA or AFDC funds to help homeless families with children. Information about coverage, participation, and expenditures under EA is appended. Six tables are included. (JS)

ED 315 488 UD 027 267

Wasem, Ruth Ellen
Programs Benefiting the Homeless: FY87-FY89 Appropriations Trends. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-89-20-EPW
PUB DATE- 6 Jan 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Emergency Programs; *Federal Legislation; *Federal Programs; *Financial Support; Grants; *Homeless People; Housing Needs; Job Training; *Social Services
IDENTIFIERS- Congress 100th; Congress 101st; *Stewart B Mckinney Homeless Assistance Act 1987

This report reviews the three-year funding levels for the major Federal programs that primarily benefited the homeless from fiscal year 1987 through fiscal year 1989. Most of these programs were enacted by the Stewart B. McKinney Act and began receiving appropriations in fiscal year 1987. The following programs are described: (1) Emergency Food and Shelter Grants; (2) Emergency recommendations on how to improve the program. Twenty-five tables are included, and a list of 20 references. A description of the Effective School Battery and a summary of significant correlations are appended. (JS)

ED 315 501 UD 027 291

French, Dan; Rothman, Sheldon
Structuring Schools for Student Success: A Focus on Ability Grouping.
Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
PUB DATE- Jan 90
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; Ability Identification; Academic Ability; *Academic Achievement; *Change Strategies; Educationally Disadvantaged; Educational Quality; Elementary Secondary Education; *Heterogeneous Grouping; *Low Achievement; Student Improvement; Teacher Expectations of Students; *Track System (Education)
IDENTIFIERS- Massachusetts

This paper presents a research summary on ability grouping and tracking, and makes recommendations to school practitioners on successful alternative strategies to educate children from diverse backgrounds. The research reveals little evidence that ability grouping improves academic achievement, while overwhelming evidence exists that it retards the academic progress of students in low- and middle-ability groupings. The effect of ability grouping is to widen the achievement and knowledge gap between groups of students, due to differing instructional practices and teacher expectations. Ability grouping serves as a form of segregation by race, socioeconomic background, gender, language, and special education status. Furthermore, this segregation brings into question whether discriminatory procedures are used to determine ability levels. It is unclear whether ability grouping eases the task of teaching for all ability level classes, but the evidence clearly indicates that it is an ineffective means of addressing individual differences. The research indicates that schools should implement alternatives to the use of ability grouping and tracking practices. Recommendations are presented for the following topics: (1) assessment and planning; (2) grouping of students; (3) curriculum

United States, where authority is easily questioned and status is gained by achievement. Thais withhold emotional expression; avoid confrontation; pursue friendships of a more permanent nature than people in the United States; are much less competitive; and have strong face-saving needs. As for individualism, the Thai, like the U.S. citizen, tends to value self-reliance, but Thai individualism exists within an ethos of group harmony in which the kind of aggressive self-assertion that characterizes U.S. individualism would not be accepted. These and other critical issues are explored, and the book closes with a discussion of the implications of these issues for individuals from the two cultures when they are engaged in face-to-face encounters. Of special interest to students of cross-cultural management is the careful analysis of the contrast in the structure and functioning of organizations in the two countries. (Author/JB)

ED 315 359 SO 020 553

Day, Harlan R.
Play Dough Economics: Motivating Activities for Teaching Economics to Elementary and Middle School Students.
Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.
PUB DATE- 88
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Concept Teaching; *Economics; *Economics Education; Educational Innovation; Elementary Education; *Elementary School Curriculum; Instructional Materials; Learning Activities; *Social Studies; Units of Study
IDENTIFIERS- Economic Literacy

Economic literacy is important because economics is such an integral part of daily existence. Individuals who understand basic economic concepts will be better equipped to make the important decisions that effective citizenship requires. The 15 economics lessons in this booklet are designed for elementary and middle school students. Each lesson introduces an economic concept such as: goods and services; production; scarcity; consumers; producers; trade; money; specialization; capital; saving and investing; market shows that shifting from a male to a female majority brings with it a depressed salary schedule and loss of prestige. Since men remain in positions of power in public relations, public relations educators should feel compelled to sensitize them to their responsibilities to the entire field--males, females, and minorities. This paper argues for curriculum review and revision of courses in public relations to reflect the new scholarship on women both in the field itself and in related disciplines. The effects of such a transformation should extend well beyond the classroom. While helping to create an inclusive community of scholars in public relations at the time, it should also establish a future generation of managers who will reject any asymmetrical model of practice that does not value the diversity, the cooperation, the equity, the ethics, and the responsibility that have characterized their education. A 33-item bibliography is included. (JB)

ED 315 373 SO 020 578

Clubb, Deborah, Ed.; Ligon, Polly C., Ed.
Food, Hunger, and Agricultural Issues. Proceedings of a Colloquium on Future U.S. Development Assistance (Morrilton, Arkansas, February 17-19, 1988). Development Education Series.
Winrock International Inst. for Agricultural Development, Morrilton, AR.
REPORT NO.- ISBN-0-933595-21-2
PUB DATE- Jan 89
NOTE- 240p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- *Agricultural Production; Developed Nations; *Developing Nations; Development; Economic Development; *Financial Support; Foreign Policy; *Hunger; *International Programs; *Technical Assistance; Technological Advancement; World Problems

Colloquium participants were asked to make informed guesses about whether developing countries can grow and equitably distribute the food they need over the next decade, what the international development community should do to help in both production and distribution, and what role the United States should play in the development process. The 17 papers contained in the proceedings are: (1) "Forty Years of Food Aid and Development Assistance: What Have We Learned?" (D. Paarlberg); (2) "The Emerging Policy, Production, and Consumption Scenario" (S. Johnson); (3) "Prospects

A description is given of two experiential preparation programs at East Tennessee State University--the Master of Arts in Teaching (MAT) program and the Danforth Program for the Preparation of School Principals. The MAT program provides students with an avenue for obtaining teacher certification while concurrently earning a master's degree. The emphasis of the Danforth program is on experiential learning opportunities for prospective principals providing future administrators with hands-on experience in schools under the guidance of mentor principals while earning their master's degree. The strength of the two programs is that both are based upon cohort groups which allow participants to draw from experience of fellow students. The unique aspect of the programs is the willingness of students in both programs to participate in the shared experience. The students in the programs are interns at the same time, with the Danforth interns being replaced in their classrooms during released time by MAT interns. Descriptions are given of the types of MAT internships and the advantages and disadvantages of each internship format. The development of the Danforth program is described along with a discussion of its curriculum development and an initial participant evaluation. (JD)

ED 315 388 SP 031 865

Ellis, M. G.; Obermiller, M. A.
Staff Development Planning That Works.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Needs Assessment; *Planning; Program Development; *Program Evaluation; *Staff Development; Student Improvement; *Teaching Methods; *Writing Instruction; *Writing Skills

This document traces the steps take by a rural school district to design and implement a research-based staff development program to train all teachers, K-12, to be teachers of writing and to produce students who would be writers. The three-step process involved: (1) needs assessment; (2) staff development planning; and (3) evaluation. Public pressures became acute when a 1985-86 statewide basic skills competency test, which included a writing sample, revealed that more than half of the students could not write well enough to receive a passing score. Analysis of the writing sample

PUB DATE- 89
NOTE- 29p.; For the 1987 report, see ED 299 255.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Employment Patterns; Intellectual Disciplines; *Labor Market; *Teacher Employment; Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Connecticut

A teacher shortage survey was conducted in the fall of the 1988-89 school year in Connecticut to determine whether a critical shortage of teachers exists in particular areas of certification. Determination of shortage areas is based on the number of teacher vacancies, new certificates issued by the Department of Education during the previous year, and the number and types of classes being taught by persons without the appropriate certification. Analyses of individual positions and position categories with reference to the number of school districts with vacancies provide detailed information on the possible existence of teacher shortages. The most precise estimate of teacher shortages in the report is made through the calculation of a teacher shortage index. This index is a relative indicator of a teacher shortage which is used to identify areas with a greater need for teachers than other areas. The greatest number of school districts reported full-time vacancies in the following areas: (1) elementary education; (2) teachers of the learning disabled; (3) English; (4) music; and (5) speech and hearing. Four appendices include the 1988 teacher shortage survey (statewide vacancies and certified applicants by position, subject area shortage evaluation, and Form ED-156) and the 1988-89 teacher shortage index. (JD)

ED 315 404 SP 031 947

Bas-Isaac, Eugenia
Mentoring: A Life Preserver for the Beginning Teacher.
PUB DATE- Nov 89
NOTE- 40p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Utilization; Foreign Countries; Interviews; Predictor Variables; *Principals; *Quality Control; *School Districts; School Effectiveness; Teacher Evaluation
IDENTIFIERS- *British Columbia; *Ethos; Monitoring

This report is part of a study of school districts in British Columbia (Canada), and deals with school district ethos--interest in defined focal areas--both as a measure of school district quality and as a potential predictor of student achievement. The study concentrates on one of these focal areas--holding schools accountable through monitoring. School accountability and the relationship between the school and the district were examined in a sample of 10 representative districts. All line administrators, from one to three for each district, were interviewed, as were all principals of small districts and a third of the principals of larger districts. Three districts were characterized by a strong district presence in the schools; these also were considered high-performing on measures of achievement, including standardized test scores. Three districts lacked the school assessment programs of the first three districts, but did have a limited set of accountability practices. One of these districts was medium-performing and two were high-performing. Two districts lacked district pressure for school accountability, and these were both low-performing. One high-performing district and one low-performing district had a weak district presence in the schools, with one shared monitoring goal. Overall, districts that were high-performing were more interested in school accountability and had more sophisticated procedures for monitoring school accountability. Eight tables present the data about district practices. (SLD)

ED 315 421 TM 014 383

Black, Harry; And Others
The Quality of Assessments: Case-Studies in the National Certificate. Practitioner MiniPaper 9.
Scottish Council for Research in Education.
REPORT NO.- ISBN-0-947833-34-X; SCRE-107
PUB DATE- 89
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Colleges; Communication Skills;

basic skills, professional skills, and/or subject knowledge. (TJH)

ED 315 434 TM 014 452

Bagin, Carolyn Boccella
Talking to Your Child's Teacher about Standardized Tests. ERIC Digest No. 106.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 3p.
CONTRACT- RI-880620003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Achievement Tests; Aptitude Tests; Elementary Secondary Education; Parent Role; Parent Student Relationship; *Parent Teacher Conferences; *Standardized Tests; Test Coaching; Testing Problems; *Test Use
IDENTIFIERS- ERIC Digests

This digest highlights one tool that teachers use--standardized tests--from the parent's viewpoint. The discussion covers basic features of testing and suggests questions that a parent might ask his or her child's teacher concerning such tests. Standardized tests are usually objective tests sold by commercial publishers and designed to provide a common measure of students' performance. Schools use standardized tests to evaluate individual students, school systems, and school programs in relation to their counterparts among the pool of other test takers. Standardized achievement and aptitude tests are defined and described, and their limitations are discussed briefly. Ways that parents can prepare their children for such tests are outlined, and how parents can discuss tests with teachers before and after the tests are administered is discussed. The addresses of four organizations that distribute additional information are provided. (TJH)

study of cardiovascular risk factors is used to demonstrate structure coefficients and their use. This example and one drawn from educational research on testwiseness illustrate that failure to utilize structure coefficients can lead to serious distortions. The relationship between beta weights and structure coefficients is examined. The comparison of beta weights and structure coefficients provides important information about the predictive model. Both are important to the researcher interpreting regression results. Five data tables illustrate the examples. (SLD)

ED 315 449 TM 014 476

Postsecondary Institutions, Fall Enrollment, 1988 machine-readable data file .
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 89
NOTE- Data Series: DR-IPEDS-88/89-1.0.
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Ave., NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522 ($175).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Numerical/Quantitative Data (110)
DESCRIPTORS- *Colleges; *Databases; *Enrollment; Ethnic Studies; Higher Education; *Institutional Characteristics; National Surveys; Online Systems; Postsecondary Education; Private Schools; Public Schools; Race; School Surveys; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Integrated Postsecondary Education Data System

The National Center for Education Statistics has prepared a data tape for the 1988 Fall Enrollment Survey, representing 11,461 postsecondary institutions in the United States and its outlying areas. The survey is part of the Integrated Postsecondary Education Data System (IPEDS) and is the second time that IPEDS has collected ethnic and racial data. Enrollment counts are given by institution for various student characteristics including: (1) sex; (2) race and ethnicity; (3) year of study; and (4) level of study. Institutional characteristics include control and level. Data are provided for 2,622 four-year institutions, 2,800 two-year institutions, and 320 under-2-year public institutions. Data are also included for a universe of 5,719 private under-2-year

Bogen, Elizabeth
The Immigration Reform and Control Act of 1986: Its Effects on New York City and on City Government. Testimony before the City Council Committee on International Intergroup Relations and Special Events.
New York City Dept. of City Planning, N.Y.
PUB DATE- 18 Nov 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship; City Government; Compliance (Legal); Data Collection; Documentation; Eligibility; Employers; Employment Practices; Employment Qualifications; Federal Aid; *Federal Legislation; Federal Programs; Information Needs; Public Agencies; *Undocumented Immigrants; Urban Programs; Welfare Services
IDENTIFIERS- Amnesty; Immigration Impact; Legal Status; New York (New York)

The Immigration Reform and Control Act of 1986 (Simpson-Rodino Act) has many negative consequences for the city of New York (New York). Major provisions that will affect the city include the following: (1) sanctions on employers of illegal aliens; (2) an amnesty program for illegal aliens; (3) a 5-year limitation on newly amnestied aliens' eligibility for federal benefits; and (4) the Systematic Alien Verification for Entitlements (SAVE) program, which requires state and local benefit programs to verify applicants' immigration status. New York City lobbyists were instrumental in determining the amnesty date, reimbursement of state and local cost arising from the amnesty program, and the final version of the SAVE program. Undesirable effects will include the following: (1) the loss of substantial sums of money in unreimbursed services to newly legalized aliens; (2) cost of data collection and documenation by city service agencies to obtain reimbursement for educational and health services from block grants; (3) loss by present employers of illegal aliens, who compromise a significant part of their workforce; and (4) no means of support for illegal workers and their families in the city. Major recommendations include the support and expansion of the amnesty program and services, and simplification of the data collection process required for compliance and reimbursement. The appendices include a calendar of significant dates, and a description of the four methods of legalization in the Immigration Reform and Control Act. (FMW)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Community; *Black Education; *Black Employment; Black History; Black Youth; Citizen Participation; *Economic Change; Economic Development; Educational Opportunities; Family Life; *Futures (of Society); Health Needs; *Policy Formation; Prediction; Racial Discrimination; Science Education; Social Class; *Social Development; Values; Whites
IDENTIFIERS- Futures Research

This study considers the present condition of African-Americans and makes projections for the year 2000, emphasizing the relative conditions of European-Americans and African-Americans, and considering the public and private policy implications of these projections. Section 1, an overview of the subject, covers the following topics: (1) "The Current Crisis of the United States"; (2) "The Current Condition of African-Americans"; (3) "The Core Future"; (4) "The Budget and Closing the Gap"; (5) "Policies to Avert Disaster"; and (6) "Methodology and Contents." Section 2, "The Black Class Structure," covers the following topics: (1) "Basic Characteristics of the Black Underclass and the Black Middle Class"; and (2) "Policy Implications." Section 3, "The Special Question of Black Children," covers the following topics: (1) "The Present Condition and Outlook of Black Children"; and (2) "Policy Options Under Various Scenarios." Section 4, "African-Americans in Science, Engineering, and Technology," covers the following topics: (1) "The Present"; and (2) "The Future: Policy Concerns." Section 5, "Racism," covers the following topics: (1) "Racist Sentiment"; (2) "Racist Practice"; and (3) "Conclusion." Five scenarios based on patterns of economic and social development for the future are considered. Section 6 examines the future of African Americans if there were a continuation of current conditions. Section 7 examines their future if there were economic and social recovery and expansion. Section 8 examines their future if there were major positive social and economic transformation. Section 9 examines their future if there were economic and social decline. Section 10 examines their future if there were economic and social collapse. For each particular scenario for the future of African-Americans, covered in sections 6 to 10, the following topics are covered: (1) "Employment and Economic Development"; (2) "Health"; (3) "Education"; (4) "Community and Family Life"; (5) "Values"; and (6) "Political Participation." Section 11, "Policies to Avert Disaster," covers the following topics: (1) "Employment and Economic Development"; (2) "Health"; (3) "Education"; (4) "Community and Family Life"; (5) "Values"; and (6) "Political Participation." Methodology, forecasts, and cross-impact analysis data are appended. Included in the appendixes are 21 tables and 31 figures. A bibliography with 104 references is included. (JS)

Shelter Grants Program; (3) Runaway and Homeless Youth Program; (4) Supportive (Transitional) Housing Demonstration Program; (5) Supplemental Assistance for Facilities to Assist the Homeless; (6) Domiciliary Care Program; (7) Adult Education for the Homeless; (8) Education for Homeless Children and Youth; (9) Job Training for the Homeless; (10) Homeless Veterans' Reintegration Projects; and (11) Emergency Community Services Homeless Grant Program. The legislative history of these programs is discussed and data are presented in tabular form. The three-year funding trends for these homeless programs are discussed and compared based on the type of service provided. (JS)

ED 315 489 UD 027 268

Vanhorenbeck, Susan M.
Homeless Housing: HUD's Shelter Programs. Updated.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 21 Sep 88
NOTE- 9p.
AVAILABLE FROM- Individual Congressional Office (Order Code IB87098; free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Emergency Programs; Federal Aid; *Federal Legislation; *Federal Programs; Financial Support; *Grants; *Homeless People; *Housing Needs; Program Descriptions; Social Services; Voluntary Agencies
IDENTIFIERS- Congress 99th; Congress 100th; *Department of Housing and Urban Development

This paper briefly discusses new housing programs for the homeless sponsored by the Department of Housing and Urban Development (HUD), the funding provided by the 100th Congress, and two additional HUD programs to aid the homeless. The following four programs are discussed: (1) the Emergency Shelter Program; (2) the Transitional Housing Program, in which HUD makes non-interest-bearing advances to the states, local governments, or non-profit organizations for permanent housing; (3) the Supplemental Assistance Program; and (4) the Section 8 Assistance for Single Room Occupancy Program. The following legislation by the 99th and the 100th Congresses is covered: (1) P.L. 99-550, H.J. Res 738 (Continuing Appropriations for FY87); (2) P.L. 100-77, H.R. 558 (Urgent Relief for the and instruction; (4) staff development; and (5) student and family support. Nine examples of schools that have made the transition from homogeneous to heterogeneous grouping are included. A brief list of terms and their definitions is included. Also appended are 59 footnotes and a 10-item bibliography. (JS)

ED 315 502 UD 027 292

McMahon; William F.; And Others
Do School Attendance Rates Vary Between AFDC and Non-AFDC Supported Children?
Wisconsin Univ., Milwaukee. Urban Research Center.
PUB DATE- 28 Sep 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance Patterns; Attendance Records; Elementary Education; *Elementary School Students; Low Income Groups; State Aid; *State Legislation; *Urban Education; *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children; *Milwaukee Public Schools WI; Proposed Legislation

This study investigates whether there is a difference between the attendance rates of Aid to Families with Dependent Children (AFDC) and non-AFDC-supported elementary school children in the Milwaukee public school system. A new proposal calls for expansion of the school attendance requirement, which now requires high school students to attend school regularly or lose their AFDC benefits, to include elementary school students in order to pressure AFDC-supported students to attend school regularly. This study investigates whether the program is needed, and if so, whether it could have a significant effect on attendance behavior. A data base of attendance information, consisting of the entire second to fifth grade elementary school population, was examined to determine whether the attendance rates differ between the two groups. Data indicate that differences in attendance between students from AFDC-supported and non-AFDC-supported families is small. Furthermore, data indicate that the pressure exerted by means of the withholding of AFDC funds could result in only about a 1.8-day potential increase in attendance, and hence it is unlikely that such a program could show a significant impact. Four tables are included. (JS) price; costs and profits; inflation; and Gross National Product. The unique feature of these lessons is the use of modeling clay in each lesson. This is not only motivating, but also provides concrete learning experiences that promote learning for most elementary and middle school students. The lessons are primarily activity-oriented simulations that stress an inductive approach to learning. The lessons are best taught sequentially as a complete unit of instruction, but may be used individually to supplement other economics curriculum materials. There are two similar multiple choice tests that accompany the lessons. One test covers lessons 1-9 and has a somewhat easier vocabulary than the second test, which covers all 15 lessons but is divided into two parts, one covering lessons 1-9 and the other lessons 10-15. A key to the answers is provided. (Author/JB)

ED 315 360 SO 020 561

Kaplan, Joseph H.
Values Education: A Response to Moral Relativism.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; *Ethical Instruction; Ethics; Religious Education; Textbook Content; Values; *Values Education
IDENTIFIERS- People for the American Way

There is a growing agreement that the moral relativism or value neutral education of the 1970s has been a failure, and many groups and individuals are calling for values education to become part of school curriculum. This paper focuses on the administration of values education and discusses the public policy debate surrounding it. Several institutions, through publications, conferences, and curriculum guides, advocate bringing values education back into the classroom. Most notable is People for the American Way, a public interest organization that sponsored a 1987 national conference on values education, and addressed some of the common concerns aroused by values education. The American Jewish Committee, the Center for Civic Education, and many other groups also advocate values education. A number of religions tend to back values education, as do many not-for-profit groups that advocate good citizenship. Several reviews have found the treatment of religion and values in for Food Aid Needs and Global Food Supplies" (R. Trostle); (4) "Redefining National Security" (P. Johnston); (5) "Nutrition, Health, and Agricultural Development" (P. Pellet); (6) "Reevaluating Substance and Process Priorities in Development Assistance" (N. Brady); (7) "Market Development and Economic Development: Contrasts and Comparisons" (N. Denlinger); (8) "Food, Hunger, and Agricultural Issues" (D. Kleckner); (9) "International Agricultural Development: Benefits or Myths?" (L. Richardson); (10) "Using U.S. Food Surpluses for Development: Interaction of Food Aid with Other Forms of Foreign Assistance" (J. Mellor); (11) "Famine Prevention: Lessons from African Experience" (M. Williams); (12) "Women, Development, Equity, and Efficiency: In Pursuit of Constrained Bliss" (K. Cloud); (13) "Targeting Development Activities Toward Sustainable Agriculture" (R. Harwood); (14) "The Urgency of Institutional Changes for Agriculture in Less-Developed Countries, Newly Industrialized Countries, and Developed Countries" (G. Johnson); (15) "The Case for Refocusing on Development of Human Resources and Institutional Capacity" (R. Kleis); (16) "Tomorrow's Environment for Agricultural Development" (D. Avery); (17) "Development Assistance and Trade: The Way It Was, the Way It Is, and What the Difference Means" (L. Cesal; E. Rossmiller). (JB)

ED 315 374 SO 020 583

Krewson, Margrit B.
The German Speaking Countries of Europe: A Selective Bibliography.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0650-3
PUB DATE- 89
NOTE- 324p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Economics; *Education; Foreign Countries; German; *History; Information Sources; Library Materials; Literature; Nonfiction; *Politics; Publications; Reference Materials; Religion; Research Tools; Resource Materials; *Sociology
IDENTIFIERS- Austria; East Germany; *Europe; *German Speaking Countries; Liechtenstein; Switzerland; West Germany

This bibliography was compiled to provide researchers and students with a current guide to sources on the German-speaking countries of Europe: Austria, the Federal Republic of Germany, the German Democratic Republic, Liechtenstein, and Switzerland. The following results was the first activity in the needs assessment step. The second part of the needs assessment was to review the strategies teachers used to teach writing. The review of test data and teaching strategies indicated that teaching methods employed in the district were not effective for a majority of the students. The second step of the process involved the establishment of a staff development program designed to produce identified outcomes. The traditional "one shot" before-school inservice training was abandoned in favor of one training session before school started and four separate follow-up sessions during the school year. The final step on the program development involved an evaluation of the program's effectiveness, indicated that teacher reactions were positive and student performance improved. (JD)

ED 315 389 SP 031 868

Boser, Judith A.
Career Patterns and Job Satisfaction of Teacher Education Graduates.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *Faculty Mobility; Graduate Surveys; Higher Education; *Job Satisfaction; Preservice Teacher Education; *Reentry Workers; *Teacher Supply and Demand
IDENTIFIERS- University of Tennessee

This study examined career paths and job satisfaction of teachers completing their preparation and entering the profession during the 1980s. Annual follow-up studies of teacher education graduates at the institution during the year after graduation over several years have indicated from 45 to 55 percent of the graduates were employed as full-time teachers in public or private schools during the school year following program completion. Many others indicated that they intended to teach in the future. The study was undertaken to determine to what extent program graduates became a part of, and were likely to remain in, the teaching profession in the years after graduation. Because of changes occurring in the profession and the preparation program at various points in time, data from cohorts are examined separately to look for possible effects of

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Evaluation Methods; Faculty Mobility; *Interpersonal Relationship; *Mentors; *Modeling (Psychology); *Teacher Orientation; Teacher Student Relationship
IDENTIFIERS- *Beginning Teacher Induction

This paper defines mentoring and identifies some of the salient points of the process, such as the characteristics of successful mentors and protegies, goals and objectives of mentoring programs, and the various components of the interactive relationship. Also, an outline of a structured training program for mentors is presented. The matching of mentors and protegies and the development of a sound relationship are discussed as well as the modeling and observer roles of the mentor. Some of the perils of evaluation on the part of the mentor are also pointed out. Evaluation forms for both mentor and protege are appended. (JD)

ED 315 405 SP 031 951

Garibaldi, Antoine M.
The Revitalization of Teacher Education Programs at Historically Black Colleges: Four Case Studies.
Southern Education Foundation, Atlanta, Ga.
PUB DATE- Aug 89
NOTE- 28p.
AVAILABLE FROM- Southern Education Foundation, 135 Auburn Ave, 2nd Floor, Atlanta, GA 30303 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Black Colleges; Black Teachers; Case Studies; Elementary Secondary Education; Excellence in Education; Higher Education; Minimum Competency Testing; *Organizational Objectives; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Placement; Teacher Shortage

Because historically black institutions have provided the major share of non-white teachers to the nation's schools, this monograph was prepared to illuminate some of the proactive initiatives which have taken place in four of these black colleges' teacher education programs: (1) Bethune-Cookman College in Florida; (2) Norfolk State University in Virginia; (3) Tuskegee University in Alabama; and (4) Xavier University in Louisiana. Specific attention is devoted to

Educational Assessment; Electronics; Evaluation Methods; *Foreign Countries; Higher Education; Mathematics Tests; *National Programs; *Program Evaluation; Quality Control; Standardized Tests; *Student Certification; Supplies; *Vocational Education
IDENTIFIERS- *Scotland

The Scottish Vocational Education Council's National Certificate has its origins in the Scottish Education Department's (SED's) decision to rationalize the provision of certification for non-advanced further education in Scotland under one body. This report presents case studies of assessments of students performed by colleges in Scotland, based on the innovative assessment design associated with the National Certificate. This paper is the second of two reports that discuss the findings of the SED's research project on Assessment in the National Certificate Development Program. Focus is on the quality of assessment for summative purposes; that is, the procedures and instruments that were used to decide whether a student should be credited with having successfully completed a National Certificate module. Topics addressed include the assessment model itself as well as its application to mathematics (in a case study of one college), stock control (in a case study of two colleges), communication (in a case study of one college), and electronics (in a case study of two colleges). The components of the system that seem most responsible for the quality of assessments include the institutions and procedures that have responsibility for the policy at the national level; the process that determines the form and function of module descriptors; and the policies and practices within colleges, departments, classrooms, and workplaces where the assessments actually take place. Twenty-three figures and tables are included. (TJH)

ED 315 422 TM 014 410

Vos, Hans J.

A Simultaneous Approach to Optimizing Treatment Assignments with Mastery Scores. Research Report 89-5.

Twente Univ., Enschede (Netherlands). Dept. of Education.

PUB DATE- Oct 89
NOTE- 63p.; Paper presented at the European Meeting of the Psychometric Society (Leuven, Belgium, July 17-19, 1989).
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE, Enschede, The Netherlands.
LANGUAGE- English

ED 315 435 TM 014 453

Bagin, Carolyn Boccella
Talking to Your High School Students about Standardized Tests. ERIC Digest No. 105.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 3p.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Achievement Tests; Aptitude Tests; High Schools; *High School Students; *Secondary School Teachers; *Standardized Tests; Student Reaction; *Teacher Role; Teacher Student Relationship; *Test Coaching; Testing Problems; Test Interpretation; Test Use
IDENTIFIERS- ERIC Digests

This digest explains basic elements of standardized tests in order to help teachers in making students feel comfortable about taking such tests. Usually created by commercial publishers, standardized tests are designed to provide a common measure of students' performance. They help compare an individual student's performance with the performance of a group of students from a given class, school, or school system. They also help compare students' performance across the country. Standardized achievement and aptitude tests are described, and their limitations are discussed. Means of helping students prepare for testing are outlined, and pointers for helping students assess the testing experience following the test and after receiving the test results are provided. A list of additional literature resources is included. (TJH)

ED 315 436 TM 014 459

Local Designation of Qualified Teachers, LEP Staffing Option 3:

institutions based on a sample of 1,010 institutions. Data were imputed for institutions that did not respond. A subset of 3,621 institutions of higher education was previously surveyed by the Higher Education General Information Survey (HEGIS), which the IPEDS supersedes. These institutions are separately identified on the data tape. TYPE OF SURVEY: Sample Survey; National Survey. POPULATION: Postsecondary Institutions (11,461). SAMPLE: 4-Year Public Institutions (2,622); 2-Year Public Institutions (2,800); Under-2-Year Public Institutions (320); Private Under-2-Year Institutions (1,010). RESPONSE RATE: 75.5%. FREQUENCY: Once. YEAR OF LATEST DATA: 1988. (SLD)

ED 315 450 TM 014 477

Thorne, Judy; And Others
High School Transcript Study, 1987. Contractor Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-447
PUB DATE- Jun 89
NOTE- 241p.; Data Series: DR-NAEP-87-1.29.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Records; Courses; *Course Selection (Students); Data Collection; *Disabilities; Grades (Scholastic); Graduate Surveys; Graduation Requirements; *High School Graduates; High Schools; High School Students; National Surveys; *Research Methodology; Research Reports; Sampling; *School Statistics
IDENTIFIERS- *High School Transcript Study 1987; National Assessment of Educational Progress; Variance (Statistical); Weighted Data

The 1987 High School Transcript Study was designed to provide educational policymakers with information regarding current course offerings and course taking in the nation's secondary schools. As a part of the study, analysis of course-taking patterns of 1987 graduates were compared with data for 1982 graduates. In the fall of 1987, high school transcripts were collected from 34,140 students, including 6,583 handicapped students, attending 433 schools that has previously been sampled for the National Assessment of Educational Progress (NAEP) in 1986. Approximately half of the students involved in the 1987 study had participated in the NAEP assessment in 1986. The transcript study was designed to satisfy the needs of the National Center for Education Statistics,

ED 315 463 UD 026 733

At-Risk Youth and the Role of College and University Students.
Education Commission of the States, Denver, CO. Campus Compact.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *College Students; Dropout Prevention; *Dropout Programs; *High Risk Students; *Mentors; Middle Schools; National Programs; Program Descriptions; *Student Volunteers
IDENTIFIERS- *Partnerships

Campus Partners in Learning (CPIL) encourages college and university students to act as mentors to middle school youth who are at risk of not completing a secondary education or making the transition to a productive adulthood. This national project, comprised of 202 colleges, offers information, technical assistance, and national visibility for campus-based mentoring initiatives. CPIL is part of Campus Compact, a project of the Education Commission of the States (ECS) that promotes mentoring as an effective intervention strategy for at-risk youth. The most successful programs include the following components: (1) collaboration and communication between local or state agencies, higher education institutions, and elementary and secondary schools; (2) the financial and administrative support of the participating college or university; (3) comprehensive training and support for participating college students, including opportunities for reflection; and (4) program goals that include personal as well as academic growth for the at-risk youth. The following campus programs are described: (1) Boston University/Boston Public Schools Collaborative Mentor Program; (2) The Tripartite Mentor Program (Connecticut College); (3) CUNY/BOE Student Mentor Program (Hunter College, New York); (4) Spartan Buddies, Teams, and Pals (Michigan State University); (5) Penn Partners (University of Pennsylvania); and (6) Xavier University Peer Mentor Project (Xavier University of Louisiana). (FMW)

ED 315 464 UD 026 740

ED 315 476 UD 027 238

The Future of African-Americans to the Year 2000. Summary Report.
Congressional Task Force on the Future of African-Americans, Washington, DC.
PUB DATE- 89
NOTE- 56p.; For full report, see UD 027 237.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Community; *Black Education; *Black Employment; Black History; Black Youth; Citizen Participation; *Economic Change; Economic Development; Educational Opportunities; Family Life; *Futures (of Society); Health Needs; *Policy Formation; Prediction; Racial Discrimination; Science Education; Social Class; *Social Development; Values; Whites
IDENTIFIERS- Futures Research

This summary report highlights the major features of a comprehensive analysis and forecast of the future of African-Americans. Section 1 discusses the future of the United States. Section 2, "The Past and Present," covers the following topics: (1) "Employment and Economic Development"; (2) "Health"; (3) "Education"; (4) "Community and Family Life"; (5) "Values"; (6) "Political Participation"; and (7) "Conclusion." Section 3, "The Core Future," covers the following topics: (1) "The Economy"; (2) "Inequalities in Health"; (3) "The Challenge of Education"; (4) "The Disintegration of the Black Community"; (5) "Values"; (6) Political Participation"; and (7) "Public Finance and the Politics of the Possible." Section 4, "Pivotal Concerns for the Future," covers the following topics: (1) "The Black Social Class Structure"; (2) The Future of Black Children"; (3) "African-Americans and the American Technological Future"; and (4) "Racism continues." Section 5, "Policy Options to Avoid Disaster," covers the following topics: (1) "Employment and Economic Development"; (2) "Health"; (3) "Education"; (4) "Community and Family Life"; (5) "Values"; and (6) "Political Participation." Five scenarios for possible futures for African Americans, based on social and economic patterns, are summarized in a table. Sixteen figures are included. (JS)

Homeless Act); (3) P.L. 100-202, H.J. Res. 395 (Continuing Appropriations for FY88); and (4) H.R. 4 (Gonzalez et al., Housing and Community Development Act of 1987). A list of four congressional hearings, reports, and documents is included, along with a list of four publications additional for reading. (JS)

ED 315 490 UD 027 269

Wasem, Ruth Ellen
Homelessness: Issues and Legislation in the 101st Congress. Updated.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 17 Mar 89
NOTE- 19p.
AVAILABLE FROM- Individual congressional offices (Order Code IB88070; free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Emergency Programs; Family Problems; *Federal Legislation; *Federal Programs; *Financial Support; *Government Role; Grants; *Homeless People; Housing Needs; Job Training; Mental Disorders; Social Services; Substance Abuse; Unemployment; Voluntary Agencies; Welfare Services
IDENTIFIERS- *Congress 101st; *Stewart B McKinney Homeless Assistance Act 1987

This report discusses the nature of homelessness and the homeless in America, recent programs that have been implemented to help the homeless, and issues concerning the Federal government's role in helping these people. The following topics concerning the characteristics of the homeless and the causes of homelessness are covered: (1) "Mental Illness, Substance Abuse, and Health Problems"; (2) "Economic Circumstances"; (3) "Family Crisis"; and (4) "Interaction of Contributing Factors." The following topics of debate surrounding the Federal responsibility for the homeless are discussed: (1) "Federal Housing Policy"; (2) "Emergency Shelters"; (3) "Welfare Hotels"; (4) "Deinstitutionalization"; (5) "Health, Social, and Welfare Services"; and (6) "Overall Responsibility." Past legislation by the 100th Congress, the Stewart B. McKinney Act programs in particular, is discussed. Also covered are the issues that the 101st Congress is facing now in addressing the questions of whether to provide additional funding for programs benefiting

ED 315 503 UD 027 293

Chamberlain, Ed
Home School and Adult Instruction Component, Home-School-Community Agents Project. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 89
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Change; *Behavior Change; *Behavior Problems; Community Involvement; *Dropout Prevention; Family Involvement; *High Risk Students; High Schools; Middle Schools; Program Evaluation; Questionnaires; *Student Adjustment; Surveys
IDENTIFIERS- *Ohio

This report evaluates the success of the Home-School-Community Agent (HSCA) project which was implemented for the 1988-89 school year in 8 high schools and 11 middle schools in Ohio. The primary purpose of the project was to help disruptive pupils make a positive adjustment to elements that interfere with their success in school. One objective of the project was to have the HSCA serve as a liaison to the home, school, and community to promote understanding and provide assistance for the pupils' adjustment to the school environment. Another main objective was to have 50 percent of the selected pupils show a more positive attitude toward teachers, education, and school behavior, and to demonstrate positive adjustment to those elements in their lives that interfere with school success. The program was evaluated by using data from the following sources: (1) Demos D Scale; (2) Pupil Entry Information Sheet; (3) Pupil Census Form; (4) Pupil Questionnaire; (5) Professional Staff Survey; and (6) HSCA Log Sheet. The data indicate that the project was successful in helping pupils make some positive adjustments to the disruptive elements in their lives. One reference is included, along with 16 tables. Dropout probability statistics by grade and copies of the measurement instruments used are appended. (Author/JS) textbooks to be unsatisfactory. A coalition of fourteen organizations from across the political and religious spectrum sponsored a brochure offering guidelines for teaching about religion in schools. They felt the need for more clarification of the appropriate place of religion in the schools, since it has played a significant role in history and society, but has been ignored in U.S. history textbooks. Many public figures also advocate values education, and several state and local governments have instituted programs for their schools. As more citizens learn about values education and as the mass media gives it more attention, the debate will increase and become more public. (AS)

ED 315 361 SO 020 562

A Guide for Integrating Global Education across the Curriculum.
Iowa State Dept. of Education, Des Moines.
PUB DATE- May 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citizenship Education; *Curriculum Development; Elementary Secondary Education; *Global Approach; *Integrated Curriculum; Interdisciplinary Approach; Social Studies; State Curriculum Guides; Statewide Planning
IDENTIFIERS- *Iowa

The Iowa State Board of Education mandated the teaching of global education across the curriculum, effective July 1, 1989. This guide is intended to point the way for school districts developing their own models of global education defined as an approach to learning that promotes greater understanding of the world as an interconnected aggregate of human and natural systems. These systems operate within a single planetary life-support system on which the destiny of all humankind depends. The purpose of global education is to promote long-term human survival by developing greater respect for and cooperation between fellow human beings and greater concern for the environment on which all people depend for their very existence. A rationale for global education is offered, and suggests that content be structured around five basic themes: (1) global interdependence; (2) human resources, values, and culture; (3) the global environment and natural resources; (4) global peace and conflict management; and (5) change and

subject areas are included under each country: (1) bibliographies and reference works; (2) description and travel; (3) economy; (4) education; (5) history; (6) intellectual and cultural life; (7) literature; (8) military policy; (9) politics and government; (10) religion; and (11) society. The bibliography emphasizes publications from the 1980s and relies on 1970s publications only when no more recent title on the same subject is available. It also focuses on the broad nature of the material's appeal within its subject area, and its availability to the reading public. All items cited can be found in the collections of the Library of Congress. Preference has been given to English-language sources. Special attention has been given to the interaction between these countries and the United States. The sources selected attempt to highlight the uniqueness of the relationsihp of each country with the United States. A total of 1,485 items are listed, with full bibliographic data. (JB)

ED 315 375 SO 020 636

Laughlin, David L.
A Selective and Evaluative Bibliographic Essay on Mormonism: For Use in Public, Academic, and Special Libraries.
PUB DATE- Nov 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Biographies; Books; Females; *History; Library Materials; Newspapers; Nonfiction; Periodicals; Protestants; Reference Materials; *Religion; Research Tools; Resource Materials; *Sociology
IDENTIFIERS- *Mormons

The Church of Jesus Christ of Latter-day Saints (LDS) was established in 1830 by six men led by Joseph Smith. Today this group, commonly called Mormons, numbers approximately seven million members worldwide. Mormonism has sometimes been the object of public, political, and ecclesiastical animosity and misinformation. There is now a vast amount of material available on Mormonism. This bibliographic essay addresses the questions of how to keep up with the abundance of material and how to tell the difference between the fair, balanced, and well-researched material and poorly written and biased pieces. It is intended to be a core collection guide for public libraries as well as a reference guide for researchers and

time of exit from the program. A random sample of 100 graduates completing teacher certification requirements at the University of Tennessee was selected for the study from each of four cohorts: 1979-80, 1981-82, 1983-84, and 1985-86. The relationship between years of teaching experience and job satisfaction is moderate and not strictly linear. In general, the teachers with the least amount of experience were most satisfied, while the highest levels of dissatisfaction were evident at completion of the 4th, 5th, and 7th years. Because teachers delay entry, enter, and leave at various times, it would probably be erroneous to decide that data taken at any one period accurately reflects the contribution of a cohort to the teaching work force. (JD)

ED 315 390 SP 031 870

Moore, Arnold J.
The Change Process and the Redesign of a Teacher Education Program.
PUB DATE- Nov 89
NOTE- 9p.; Paper presented at the Mid-South Educational Research Association Meeting (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Excellence in Education; Higher Education; Preservice Teacher Education; *Program Development; *Research Utilization; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Mississippi State University

The task of developing teacher education programs which are fresh and innovative but which are also practical, sensitive to numerous restraining factors, and ultimately appropriate for preparing teachers in a specific area of the country is most complex. While an ever-growing body of professional literature is currently available, the valuable resources for new approaches to preparing teachers in a specific setting are those that exist in: (1) the university environment itself, namely, the teacher education faculty; (2) local area public school professionals; and (3) faculty colleagues outside the college of education. A description of how Mississippi State University, a charter member of the Holmes Group, approached this task is provided in this report. (JD)

those critical institutional changes which have occurred over the last five years as each has worked to improve the quality of their education graduates and their preservice teacher programs while successfully coping with enrollment declines, higher admissions standards, and major proposals calling for restructured teacher education programs. Information is provided on the following key variables: (1) enrollment and graduation patterns in teacher education since 1985-86; (2) academic standards and curricula; (3) performance on competency and/or certification examinations; (4) other departments/institutional initiatives; (4) placement rates of graduates; and (6) other items of importance related to the success of the program and the potential impact of state policies on their future success. (JD)

ED 315 406 SP 031 964

Benson, Nancy; Sproul, Christine
A Foreign Program for U.S. Teacher Education Students: Oregon's Experiment in China.
PUB DATE- Mar 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Higher Education; *Preservice Teacher Education; *Program Development; *Program Implementation; *Study Abroad
IDENTIFIERS- *China; Oregon

For two years, 1986 and 1987, the state of Oregon sponsored a fall-term study abroad program in Beijing, China, for teacher education majors. A 3-year federal grant supported a consortium of Oregon universities, colleges, and community colleges in activities to strengthen Asian-Pacific studies programs in the state. The Oregon Teacher Education Program (OTEP) was designed to provide the opportunity for future teachers to live and study in an Asian country as part of their undergraduate degree programs and to provide an international faculty development opportunity for teacher education faculty. The courses offered as part of the OTEP included beginning Chinese language and Chinese history and culture as well as a foundations course and curriculum development. A faculty member from Oregon accompanied the students to teach the two education courses, to advise students, and to coordinate with Beijing Teachers College. This paper presents an overview of the

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; Cultural Differences; *Decision Making; *Equations (Mathematics); Experimental Groups; Individualized Instruction; *Mastery Tests; *Mathematical Models; Psychometrics; Test Bias
IDENTIFIERS- Assignment Models; Decision Models; *Optimization; Simultaneous Equations; *Utility Functions

An approach to simultaneous optimization of assignments of subjects to treatments followed by an end-of-mastery test is presented using the framework of Bayesian decision theory. Focus is on demonstrating how rules for the simultaneous optimization of sequences of decisions can be found. The main advantages of the simultaneous approach, compared to the separate approach, are the more efficient use of data and the fact that more realistic utility structures can be used. The utility structure dealt with in this combined decision problem is a linear utility function. Decision rules are derived for quota-free as well as quota-restricted assignment situations when several culturally biased subpopulations of subjects are to be distinguished. The procedures are demonstrated with an empirical example of instructional decision making in an individualized study system that involves combining two elementary decisions. A 34-item list of references, three data tables, and one figure are included. (Author/TJH)

ED 315 423 TM 014 423

Facione, Peter A.
Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. Research Findings and Recommendations.
SPONS. AGENCY- American Philosophical Association, Newark, Del.
PUB DATE- 90
NOTE- 112p.; Some pages have broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; *Critical Thinking; *Curriculum Development; Curriculum Evaluation; *Delphi Technique; *Educational Assessment; Qualitative Research
IDENTIFIERS- *Experts; *Panel Consensus Technique

Using a qualitative research methodology, known as the Delphi

Criteria and Procedures for Designating Primary Language and/or English Language Development Teachers. Technical Assistance Manual.

California State Dept. of Education, Sacramento. Bilingual Education Office.

PUB DATE- Sep 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Bilingual Teachers; Elementary Secondary Education; *English (Second Language); Evaluation Criteria; Limited English Speaking; *Native Language Instruction; Program Guides; *School Districts; *Second Language Instruction; *Teacher Certification; Teacher Qualifications; Technical Assistance
IDENTIFIERS- *California; Teacher Competency Testing

California school districts are authorized to designate qualified teachers--who do not hold special Commission on Teacher Credentialing-issued documents authorizing bilingual or English language development instruction--to provide English language development and/or academic instruction via the primary language to limited-English-proficient (LEP) students. This technical assistance manual is designed to assist California school districts in the development of special assessments and the preparation of applications for approval of criteria and procedures to be used in local designation of teachers. The manual is to be used in conjunction with related California Department of Education (CDE) publications, particularly, the "Guidelines for Proficiency Tests." The manual includes an outline of the necessities involved in determining the feasibility of initiating and implementing a program and a workplan. The workplan covers determination of areas of designation, construction or selection of evaluation instruments, validation of instruments, documentation of assessments, establishment of a notification procedure, establishment of a follow-up evaluation procedure, establishment of record-keeping procedures, and preparation and submission of an program application to the CDE. Appendices include a sample format for application to the CDE for approval of local designation criteria and procedures; staffing options for services to LEP students; and lists of criteria for local designation, approved assessment agencies, and suggested competencies for teachers. (TJH) the National Assessment of Vocational Education, the Office of Special Education and Rehabilitative Services, the Office of Bilingual Education and Minority Languages Affairs, and the National Science Foundation. Information collected from transcripts included, but was not limited to, course lists, graduation requirements, and definitions of units of credit and grades. This report covers study methodology, including extensive discussion of sampling, data collection, data processing, weighting procedures and variance estimation, and transcript study data files. Sampling forms, transcript study questionnaires, a transcript study information packet, modifications to the classification of secondary school courses, definition of description of community and sampling description of community, and A Nation At Risk update study weighting procedures (1987 component) are appended. (TJH)

ED 315 451 TM 014 478

Daniel, Larry G.
Use of Structure Coefficients in Multivariate Educational Research: A Heuristic Example.
PUB DATE- Jan 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Educational Research; *Heuristics; *Multivariate Analysis; *Predictor Variables
IDENTIFIERS- Collinearity; *Linear Discriminant Function; *Type I Errors

A small multivariate data set is used to illustrate the usefulness of structure coefficients when interpreting results of educational experiments. Data are analyzed using a multivariate analysis of variance (MANOVA), and results are interpreted in three different ways to determine the contribution of individual variables to prediction: (1) using multiple analyses of variance following a statistically significant MANOVA; (2) using standardized linear discriminant function coefficients; and (3) using structure coefficients. The use of structure coefficients is shown to be superior to the other methods as structure coefficients honor the multivariate reality of the data, minimize experiment-wise Type I error rates, and are not inflated or suppressed by collinearity

Sandefur, Gary D., Ed.; Tienda, Marta, Ed.
Divided Opportunities: Minorities, Poverty, and Social Policy.
REPORT NO.- ISBN-0-306-42876-8
PUB DATE- 88
NOTE- 279p.
AVAILABLE FROM- Plenum Press, Plenum Publishing Corporation, 233 Spring Street, New York, NY 10013 ($34.50 each, 6 or more $24.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- American Indians; Anthologies; Blacks; *Cultural Differences; *Demography; Economically Disadvantaged; Economic Opportunities; Educational Opportunities; Elementary Secondary Education; Employment Opportunities; Family Characteristics; Federal Programs; Homeless People; Housing Opportunities; Immigrants; *Minority Groups; *Poverty; *Racial Differences; Social Mobility; *Socioeconomic Status; Urban Demography; Welfare Services
IDENTIFIERS- Feminization of Poverty; *Social Policy; Workfare

A healthy economy is the best offense against poverty, but economic growth alone cannot close the wide gap between the poverty rates of minorities and whites. This collection examines the socioeconomic status of racial and ethnic minorities, their experiences with poverty, and the effects of federal social policies toward minority groups from 1787 to 1987. Chapter 1, "Introduction: Social Policy and the Minority Experience" (G. D. Sandefur and M. Tienda) comprises the following subdivisions: (1) "U.S. Minorities: A Profile of Diversity"; (2) "Comparative Social and Demographic Characteristics of Minority Families"; and (3) Social Policy and Minorities." Section I, "The Economic Status of Minority Groups," comprises four chapters that discuss homelessness, unemployment, and the special problems of immigrants. Section II, "Family and Intergenerational Processes," comprises two chapters that cover minority educational attainment, female-headed households, and economic and educational problems of the changing family. Section III, "Social Policy," comprises three chapters and an epilogue that review federal policy toward minorities historically, the differential effectiveness of poverty programs in different ethnic groups, and current social policy trends. Most chapters include statistical data on tables and graphs and each chapter includes a list of references. Separate author and subject indexes are included. (FMW)

ED 315 465 UD 026 752

ED 315 477 UD 027 240

Racial or Ethnic Distribution of Staff and Students in California Public Schools. 1988-89.

California State Dept. of Education, Sacramento.

REPORT NO.- ISBN-0-8011-0837-3

PUB DATE- 89

NOTE- 29p.; For 1987-88 report, see ED 310 223.

AVAILABLE FROM- California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)

DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; Elementary Secondary Education; *Enrollment; Enrollment Trends; *Ethnic Distribution; Ethnic Groups; Filipino Americans; Hispanic Americans; Pacific Americans; *Public Schools; *Racial Distribution; School Districts; *School Personnel; Whites

IDENTIFIERS- *California

This report presents a summary of data on the racial or ethnic distribution of staff and students in California Public Schools, statewide and by county. The following seven tables of data are included: (1) "Enrollment in California Public Schools, by County and by Racial or Ethnic Group, 1988-89"; (2) "Enrollment in California Public Schools, by Grade Level and by Racial or Ethnic Group, 1988-89"; (3) "Number of Twelfth Grade Graduates of California Public Schools, by County and by Racial or Ethnic Group, 1988-89"; (4) "Certificated Staff in California Public Schools, by Racial or Ethnic Group and by Sex, 1988-89"; (5) "Classified Staff in California Public Schools, by Racial or Ethnic Group, 1988-89"; (6) "A Comparison of Racial or Ethnic Distribution in Enrollments in California Public Schools, by County, 1977, 1981, 1984, and 1988 (in Percent)"; and (7) "A Comparison of the Public School Population with the Total Population in California, by Racial or Ethnic Group, 1981, 1984, and 1988 (in Percent)." Information about the following racial or ethnic groups' enrollment in California Public Schools is charted by district for 1988-89: (1) American Indian/Alaskan Native; (2) Asian; (3) Pacific Islander; (4) Filipino; (5) Hispanic; (6) Black; and (7) White. (JS)

ED 315 478 UD 027 241

the homeless and at what levels. Two tables of proposed and actual funding for the major McKinney Act programs are included. Descriptions of the following legislation designed to provide emergency and other funds for housing and other services for the homeless are included: (1) H.J. Res. 31 (Vento); (2) H.R. 140 (Vento); (3) H.R. 363 (Schumer); (4) H.R. 410 (Weiss); (5) S. 217 (Moynihan); and (6) S. 226 (Moynihan). A list of seven references is included. (JS)

ED 315 491 UD 027 270

A Smoother Path to Citizenship. Increasing Naturalizations in California. A California Tomorrow Policy Research Report.
California Tomorrow, Los Angeles.
PUB DATE- Apr 88
NOTE- 115p.; Appended exhibits present various legibility problems.
AVAILABLE FROM- California Tomorrow, 315 West 9th Street, #1105, Los Angeles, CA 90015 ($15.00). report).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bureaucracy; *Citizenship; Citizenship Education; *English (Second Language); Federal Programs; *Immigrants; Questionnaires; State Surveys
IDENTIFIERS- *California; Latinos; *Naturalization Programs

This report, based on a 1986 survey of 1,000 new citizens, describes barriers to the naturalization process, efforts currently under way in California to overcome them, and possible future actions the Immigration and Naturalization Service (INS) and community groups might undertake to assist in streamlining the process. The following key points are discussed: (1) naturalization confers citizenship; (2) the number of legal immigrants in California is increasing; (3) a high percentage of those eligible for naturalization do not file; (4) Latinos comprise the largest group of eligible immigrants who have not filed; (5) naturalization is voluntary, unpromoted, and easily forgone; (6) mandatory English-as-a-Second-Language (ESL) classes cannot accommodate demand; (7) the process is tedious, time-consuming, and burdensome; (8) one-third of all applicants do not complete the process; (9) unnaturalized legal immigrants, particularly Latinos, face exclusion from political participation; and (10) public and private organizations and agencies should begin a cooperative effort to alternative futures. Broad goals derived from these five basic themes are presented. Checklists for identifying elements of these themes that a school system may already include in its curriculum are provided. Examples of how global perspectives can be infused at every grade level and in every subject area are given. The concluding chapter lists 63 printed resources for global education and 16 organizations and resource centers. (JB)

ED 315 362 SO 020 563

Herlihy, John G., Ed.
The Textbook Controversy: A Program of the Conversations in the Disciplines.
State Univ. of New York, Geneseo. Coll. at Geneseo. Dept. of Elementary and Secondary Education.
PUB DATE- 20 May 89
NOTE- 41p.; Summary of a conference held at State University of New York at Geneseo, April 6-8, 1989.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; History; Political Issues; Social Studies; *Textbook Content; Textbook Evaluation; *Textbooks; *Textbook Selection

Textbooks have traditionally been the focus of classroom instruction, however, the role of textbooks has been increasingly challenged by various groups. They have raised questions about the quality and content of textbooks in U.S. classrooms. This document provides a program of a 1989 conference that addressed issues related to the role and quality of textbooks in the classroom. The document consists of a brief description of each of the five conference sessions and the questions they addressed, and a compilation of summary statements prepared by presenters. The five, three-hour sessions dealt with: (1) the role of content, (2) the selection and organization of content, (3) political considerations, (4) classroom consumers of textbooks, and (5) publishers. (AS) students in academic, special, and public libraries. Over 125 citations are divided among 15 subject headings: (1) bibliographies, indexes, and guides, (2) biographies, (3) doctrinal literature, (4) genealogical research, (5) handbooks, directories, and encyclopedias, (6) histories, (7) hymnology, (8) the Mormon Church, (9) Mormon authors, (10) pioneers, (11) polygamy, (12) the Salt Lake Temple, (13) women, (14) periodicals, and (15) newspapers. An alphabetical, enumerative bibliography of the same sources cited in the bibliographical essay is also included. (JB)

ED 315 376 SO 020 796

Anderson, Lee; And Others
The Civics Report Card: Trends in Achievement from 1976 to 1988 at Ages 13 and 17; Achievement in 1988 at Grades 4, 8, and 12.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-098-3; NAEP-19-C-01
PUB DATE- Apr 90
NOTE- 116p.
GRANT- 008720335
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Rating; *Civics; Comparative Analysis; Comprehension; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Instruction; *Knowledge Level; *National Surveys; *Student Evaluation; Students; *Teaching Methods; Trend Analysis
IDENTIFIERS- National Assessment of Educational Progress

This report summarizes findings from two national surveys of U.S. civics achievement conducted by the National Assessment of Educational Progress. Part 1 reports on a trend assessment of approximately 56,000 students at ages 13 and 17, carried out during the 1975-76, 1981-82, and 1987-88 school years. Chapter 1 summarizes national trends, trends for demographic subpopulations,

ED 315 391 SP 031 876

Stahlhut, Richard C.; Hawkes, Richard R.
Mentoring Relationships during Student Teaching.
PUB DATE- 87
NOTE- 14p.; Paper presented at the National Conference of the Association of Teacher Educators (Houston, TX, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; *Interpersonal Relationship; *Leadership; *Mentors; Role Models; *Student Teaching; Teacher Behavior; Teacher Characteristics

This study sought to find out if mentoring styles were used by cooperating teachers as perceived by student teachers during their clinical field experience. After a specific mentoring model was constructed, the objectives of the study were to identify leadership behaviors cooperating teachers used, to determine if any of the inferred mentoring styles that incorporated the leadership behaviors tested were dominant, and to determine if any of these leadership behaviors or mentoring styles influenced a student teacher's success as measured by a final evaluation checklist. The Leader Behavior Description Questionnaire Form XII was administered to 212 University of Northern Iowa student teachers during the final week of the clinical field experience. The questionnaire sought responses on 12 leadership behaviors and 4 mentoring styles. It was found that cooperating teachers used multiple leadership practices and these flexible practices were observable by student teachers. A cooperating teacher's leadership behaviors both positively and negatively influenced a student teacher's success. The interrelatedness of the leadership behaviors with the mentoring styles was significant for all four mentoring styles. A cooperating teacher's mentoring style can positively, negatively, and neutrally affect a student teacher's success. It was also found that cooperating teachers who have a closer relationship with their student teachers will evaluate them higher. It is suggested that there is a need to know why some mentoring styles and behaviors positively, negatively and neutrally affect a student teacher's success. (JD)

development and implementation of the program and retrospective comments on the program from students and the resident director. The appendices include a tentative itinerary, a program brochure, and an excerpt from the "China Daily." (JD)

ED 315 407 SP 031 967

Dobson, Russell L.; Dobson, Judith E.
Emerging Paradigm for Curriculum Theorizing.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; *Curriculum Development; *Educational Philosophy; *Epistemology; Holistic Approach; Models; *Theory Practice Relationship

Curriculum knowledge cannot be legitimized until its method of construction is examined. Dominant curriculum theories, those that are well established by tradition, usually provide research results reflecting a deterministic or imposed reality. The basic premise of this paper is that curriculum theorizing has, for the most part, been a utilitarian act involving literal translation of theory into practice. The intent of this paper is to explore the nature of theory making, alternative world views and concomitant conceptual tools, and the potential impact that an emerging paradigm could have on curriculum theorizing. Forty references and one footnote are included. (Author/JD)

ED 315 408 SP 032 003

Middle School Health. Draft.
Fort Worth Independent School District, Tex.
PUB DATE- 88
NOTE- 340p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.

Method, an interactive panel of experts was convened to work toward a consensus on the role of critical thinking (CT) in educational assessment and instruction. In Delphi research, experts participate in several rounds of questions that require thoughtful and detailed responses. Panelists work toward consensus by sharing reasoned opinions and reconsidering the opinions with regard to comments, objections, and arguments offered by other experts. A total of 46 scholars, educators, and leading figures in CT theory and CT assessment research were gathered for the panel meetings. About half of the panelists were primarily affiliated with philosophy departments; the others were affiliated with education, social sciences, or physical sciences. Recommendations resulting from the discussion rounds address the cognitive skill dimension of CT, the dispositional dimension of CT, and specific recommendations on CT instruction and assessment, including development of a CT curriculum. A discussion of commercially available CT assessment tools, a bibliography with an emphasis on assessment, and a set of letters which chronicle the progress of the Delphi research group are appended. (TJH)

ED 315 424 TM 014 439

Matter, M. Kevin
Communicating Scholastic Success. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-TM-89-4
PUB DATE- Nov 89
NOTE- 3p.
CONTRACT- RI-88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Communication Skills; *Educational Quality; Elementary Secondary Education; Evaluators; *Institutional Characteristics; *Organizational Communication; Publicity; *Public Relations; Public Schools; Researchers; School Attitudes; *School Community Relationship; School Districts; School

Rogers, Julia S.; And Others
Exploring Curricular Implications of Evaluation Results in Higher Education.
PUB DATE- Oct 89
NOTE- 29p.; Paper prepared for presentation at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; College Faculty; College Students; Core Curriculum; *Curriculum Evaluation; *Formative Evaluation; *General Education; Higher Education; *Instructional Effectiveness; Matrices; Outcomes of Education; Questionnaires; Standardized Tests; *Test Results
IDENTIFIERS- College Outcome Measures Project; Teacher Surveys; University of Montevallo AL

A formative evaluation of curricular effectiveness of the General Education (GE) Program at the University of Montevallo, an Alabama state-supported liberal arts institution, is described. The GE Program is divided into 11 core areas. The American College Testing Program's College Outcomes Measures Program (COMP) objective test--a test of general educational outcomes--has been administered each year since 1985 to freshmen. In the spring of 1989, the test was administered to the first class of seniors graduated under the revised GE curriculum. Using test results, GE goals were established and a questionnaire was distributed by a GE Committee to all 75 faculty members teaching approved GE courses; 61 responses were received, representing 81% of those surveyed. There were peculiarities in the sample that preclude a straightforward analysis of overall results. Nevertheless, the following implications were identified: (1) the GE Committee should develop a set of expected outcomes related to GE goals to facilitate both teaching/learning success and more accurate evaluation; (2) faculty should discuss their goals and expected outcomes to clarify the emphasis of the goals in their courses; (3) the pilot study questionnaire should be revised; (4) the goals matrix based on the COMP outcomes should be revised using clusters identified as related to specific goals and outcomes; and (5) item cluster analysis should be performed on senior COMP results. The goals matrix and other ancillary survey materials are appended. (TJH)

among variables. Five data tables are included. (Author/TJH)

ED 315 452 TM 014 482

Daniel, Larry G.
Operationalization of a Frame of Reference for Studying Organizational Culture in Middle Schools.
PUB DATE- Jan 90
NOTE- 44p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Cultural Influences; Educational Environment; *Factor Analysis; Junior High Schools; *Middle Schools; *Organizations (Groups); School Surveys; *Secondary School Teachers; Test Validity
IDENTIFIERS- Cultural Content; G Analysis; *Middle School Description Survey; *R Technique Factor Analysis

A frame of reference for studying culture in middle schools was developed. Items for the Middle School Description Survey (MSDS), which was designed to test elements of the ideal middle school culture, were created based on middle school advocacy literature. The items were conceptually categorized according to E. H. Schein's (1985) cultural content model. R-technique factor analysis of the instrument using data from 295 educators failed to support the validity of these conceptual cultural categories, but did identify the existence of a single "g" factor with which most of the items correlated highly. In a separate phase of the study, the MSDS was completed by 146 educators in 7 middle schools. Data from each of the schools were used in separate Q-technique factor analyses in an attempt to determine the instrument's usefulness in identifying distinct groups of individuals in these schools relative to their orientation to the culture construct. A number of identifiable "person clusters" were present in the several schools, with a high degree of uniqueness associated with the orientation of each cluster. These results indicate that the MSDS is a promising tool for measuring organizational culture in middle schools. A 48-item list of references, a list of items included in the MSDS, and 4 data tables are included. (Author/TJH)

Waxman, Laura DeKoven; Reyes, Lilia M.
A Status Report on Hunger and Homelessness in America's Cities: 1988.
A 27-City Survey.
United States Conference of Mayors, Washington, D. C.
PUB DATE- Jan 89
NOTE- 88p.
AVAILABLE FROM- Valencia Montgomery, The U.S. Conference of Mayors, 1620 Eye Street, NW, Washington, DC 20006 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Emergency Programs; *Homeless People; Housing Needs; *Hunger; *Low Rent Housing; *Poverty; Poverty Programs; Questionnaires; *State Aid; State Surveys; Urban Areas; Urban Demography; Urban Population; *Urban Problems; Welfare Services

In 1988 officials in 27 major cities were surveyed on the following topics: (1) ability to meet demand for emergency food assistance and shelter; (2) causes and demographics of hunger and homelessness; (3) status of low-income housing; and (4) outlook for 1989. Summary findings included the following: (1) demand for emergency food assistance increased by 19 percent, emergency shelter by 13 percent, and low-income housing by 43 percent; (2) 15 percent of the demand for emergency food assistance, and 19 percent of the demand for emergency shelter went unmet; (3) demand for emergency food assistance and emergency shelter in 1989 is expected to rise in 23 cities, and demand for low-income housing is expected to rise in all; (4) the main cause of homelessness was lack of affordable low-income housing; and (5) 75 percent of the homeless population were children. None of the cities expected to be able to meet future demand for low-income housing because of the decline in federal funds. Comments from respondents and three tables of statistical data are included. The cities surveyed were Boston (Massachusetts), Charleston (South Carolina), Chicago (Illinois), Cleveland (Ohio), Los Angeles (California), Louisville (Kentucky), Minneapolis (Minnesota), Nashville (Tennessee), New Orleans (Louisiana), New York City (New York), Norfolk (Virginia), Philadelphia (Pennsylvania), Phcenix (Arizona), Portland (Oregon), Providence (Rhode Island), Saint Paul (Minnesota), Salt Lake City (Utah), San Antonio (Texas), San Diego (California), San Francisco (California), San Juan (Puerto Rico), Seattle (Washington), and Trenton (New Jersey). The appendices comprise a table of demographic data and a copy of the survey questionnaire. (FMW)

Reversing the Trend of Hispanic Undereducation.
National Council of La Raza, Washington, D.C.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Blacks; Census Figures; Compensatory Education; *Educational Attainment; *Educational Improvement; *Educationally Disadvantaged; Educational Quality; Elementary Secondary Education; Enrichment; *Federal Programs; *Hispanic Americans; Postsecondary Education; Whites
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Hispanic Students; Pell Grant Program; Project Head Start

This paper answers specific questions about present and future issues concerning the undereducation of Hispanic students. The following topics are covered: (1) the educational status of Hispanics; (2) the role of federal education programs--including Head Start, Education Consolidation and Improvement Act, Chapter 1, Pell Grants, and bilingual education programs--in the education of Hispanics; (3) what an Executive Order on Hispanic Education might achieve; and (4) how the Executive Order might help the nation as a whole. Two charts depicting the number of school years completed by Hispanics and non-Hispanics 25 years old and over, derived from 1970 and 1980 census data and from the March 1988 Current Population Survey, are included, along with a chart depicting the educational achievement of Whites, Blacks, and Hispanics in 1984. (JS)

ED 315 479 UD 027 244

Lynch, James
Cultural Pluralism, Structural Pluralism and the United Kingdom.
World Bank, Washington, D. C.
PUB DATE- 6 Oct 89
NOTE- 13p.; Paper presented at a joint seminar of the Commission for Racial Equality and the Runnymede Trust (October 9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; Cultural Differences; *Cultural Pluralism; Democratic Values; Ethnic Relations; Foreign Countries;

educate potential citizens about naturalization and induce them to apply, expand ESL classes, and guide and encourage applicants through the process. Statistical data are included on seven tables and two graphs. The following material is appended: (1) seven tables of supporting statistical data; (2) a description of two typical INS offices; (3) a discussion of the survey; (4) a 10-item annotated bibliography of research reports on naturalization; and (5) a directory of California citizenship service providers. Included also are 94 footnotes, a 51-item selected bibliography, and 5 "exhibits" including the naturalization application form and instructions and a copy of the survey questionnaire. (FMW)

ED 315 492 UD 027 271

Crull, Peggy, Ed.; And Others.
Multicultural Issues in Special Programs.
City Univ. of New York, NY. Office of Student Affairs and Special Programs.
PUB DATE- 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Career Guidance; *Compensatory Education; Cultural Differences; *Cultural Enrichment; Higher Education; High Risk Students; High Schools; High School Students; *Hispanic Americans; Minority Groups; *Multicultural Education; Puerto Ricans; Social Values; Special Programs; Tutors; Undergraduate Students
IDENTIFIERS- *City University of New York

This report illustrates how practitioners in The City University of New York's compensatory education programs are starting to realize that ethnicity, culture, and family heritage have a significant role in the educational and psychological development of students. It provides a compendium of the efforts made to apply cultural knowledge to the service of students in the following programs: (1) Search for Education, Elevation and Knowledge (SEEK); (2) the College Discovery Program (CD); and (3) the College Discovery and Development Program (CDDP). The report contains the following sections: (1) "Introduction" (Samuel D. Johnson, Jr.); (2) "Breaking the Silence: The Use of Folktales in the College-Level Composition Course" (June Bobb); (3) "Issues to Be Considered When Practicing Career Counseling with Adult Hispanic Students" (Lilia trends in students' ability to define democracy, and trends in students' ability to identify the value of multiple newspaper publishers. Part 2 reports on patterns of achievement of fourth-, eighth-, and twelfth-grade students in 1988. Chapter 2 summarizes the levels of civics proficiency across the grades. Chapter 3 compares civics proficiency across subpopulations defined by gender, race/ethnicity, region, and other characteristics. Chapter 4 explores students' performance in specific content areas such as: democratic principles and the purpose of government; political processes; and rights, responsibilities, and the law. Chapter 5 describes the amount of instruction students reported receiving in civics, while chapter 6 discusses the topics studied and the instructional approaches used in these classes. Appendices contain procedural information and tables of statistical data that supplement the information in the text. (JB)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Core Curriculum; Decision Making; Family Life; Grade 6; *Health Education; *Health Promotion; Intermediate Grades; Junior High Schools; Lesson Plans; *Middle Schools; Safety; State Programs

The purpose of this curriculum guide is to define a portion of the common core of knowledge and skills that middle school students should know or be able to do to promote health and well-being. It identifies an appropriate score and sequence, and offers suggestions for teaching and learning. It is also intended as a tool for coordinating and focusing the diverse components that comprise the health instruction program of the school district. The guide contains a statement of philosophy and broad goals for each content area. Objectives, organized around these goals, define more specific expectations for students in kindergarten through grade 12. These objectives, then, are translated into a scope and sequence which provides the basis for lesson planning. The focus of the guide on on grade 6. A paper on physical and psychological safety for middle school students is included. (JD)

Personnel; Test Interpretation; Test Results
IDENTIFIERS- *Educational Information; ERIC Digests

Research and evaluation staff members in schools and school districts are frequently called on to answer questions about the quality of schools. Responding merely with test scores is not sufficient, because it is important to communicate information about the total educational program in the district. Additional measures are available. Characteristics of the student body that should be communicated are: (1) attendance, enrollment, and graduation rates; (2) the participation of community members in school activities; (3) the diversity of the student body; and (4) the stability of the student body. Characteristics of the staff that should be communicated include staff experience and staff development efforts and programs. The community should be informed about programs for students, including dropout prevention, tutoring, and enrichment efforts. Achievement should be demonstrated through test scores, feedback on achievement after students leave the school, and information about excellence and performance beyond test scores. The school environment should be described, and the fiscal situation in which the school operates should be public knowledge. (SLD)

ED 315 438 TM 014 461

Cameron, Robert G.
The Common Yardstick: A Case for the SAT.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Bound Students; *College Entrance Examinations; *Educational Assessment; Higher Education; High Schools; Standardized Tests; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- *Scholastic Aptitude Test

The contribution of the Scholastic Aptitude Test (SAT) to education is described, and the most frequently asked questions about its use are addressed. The SAT became a prominent tool in college admissions when the members of the College Board recognized in the 1930's that the Board's program of very specific subject-matter tests was no longer appropriate or welcome since educational reforms had freed the high school curriculum of rigid academic requirements. Once the limitations of subject-specific examinations were recognized, the virtues of a test of general reasoning and thinking skills, such as the SAT, also became obvious. Benefits of the SAT covered in this discussion include those related to uses by parents and students, benefits to high schools and colleges, state-level benefits, and benefits to society at large. Particular measurement characteristics of the SAT reduce sex and ethnic biases. Finally, the effects of test coaching on SAT design and the measures of the validity and effectiveness of each SAT item are addressed. (TJH)

*Minority Groups; Multicultural Education; *Policy Formation; Social Bias; Social Differences; *Social Discrimination; Sociocultural Patterns
IDENTIFIERS- *England

This paper discusses the issue of pluralism and British society. The following topics are covered: (1) why it is desirable for Great Britain to be a pluralistic society; (2) how far the needs of minority communities can be accommodated without threatening British status quo; (3) what happens in other countries; and (4) what lessons can be learned from these experiences. The major political and intellectual impediments to more judicious consideration of the available policies of cultural diversity in contemporary British society are explored. The meaning of cultural diversity is discussed and then applied to the situation in Great Britain. Political opportunists, both antiracist activists and defenders of a more limited acknowledgement of cultural diversity, are criticized, as is organized religion. The extent to which Great Britain can become structurally pluralistic is discussed. (JS)

Rosado); (4) "Cultural Interference in Peer Tutoring Situations" (Janet Moser and Mark Patkowski); (5) "College and Career Guidance Workshop for At-Risk Hispanic High School Girls" (Carole Cilento); and (6) "Cultural Identity and Value Orientations of Island and Mainland Puerto Rican College Freshmen" (Diego Colon). Notes on contributors, five tables, and 42 references are included. (JS)

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